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ABSTRACT

One of four curriculum guides designed to aid teachers of grades K-9 in implementing a balanced, dynamic traffic safety program, this level B guide contains materials for teachers of grades 2-3. Content includes pedestrian, bicycle, school bus, and passenger safety units in which perceptual and judgmental skills are emphasized. Bicycle safety is stressed since this is the age at which most youngsters begin driving their bicycles on the street. Each is divided into general topic concepts under which are listed objectives and facts for the teacher to present to the class or to use as background information. Suggested learning activities are listed numerically. Artwork and other worksheets are included as masters for reproduction. Supplemental activities, resource lists, and a subject area cross reference list are also included. (Metric measurements are used in this guide.) (TA)

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ED140086

# PROFESSIONAL GUIDE

# K-9 TRAFFIC SAFETY RESOURCE CURRICULUM

## LEVEL B

State of North Carolina
Department of Public Instruction

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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June 1975

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## PREFACE

North Carolina's K-9 Traffic Safety Resource Curriculum is a key element in a total program designed to reduce casualties on North Carolina's highways. Recognizing the societal problem represented by 3,500 pedestrians and bicyclists killed and injured annually in North Carolina, the Governor's Highway Safety Program (GHSP) has developed an eight-point plan to increase pedestrian and bicycle traffic safety. The first steps in this plan involve the preparation of guidelines for implementing state and community programs which address the problem in the areas of community planning, highway and traffic engineering, traffic enforcement, and public information and education.

Because approximately 50 percent of the pedestrians and bicyclists killed or injured is under 15 years of age, emphasis is being given to a timely, viable curriculum for K-9 which incorporates pedestrian, bicycle, passenger, and motorcycle safety and preparation for driver education.

North Carolina's K-9 Traffic Safety Resource Curriculum has been prepared under sponsorship of GHSP by the Research Triangle Institute with the assistance of Appalachian State University, East Carolina University, the University of North Carolina Highway Safety Research Center, and the National Safety Council. Valuable assistance was provided by an Advisory Committee on Traffic Safety Curriculum established by the Department of Public Instruction. Teachers and school administrators from Asheville city, Buncombe County, Greenville city, and Pitt County school systems participated in a series of developmental workshops which provided meaningful guidance in formulating instructional techniques and concepts.

The goal of this Professional Guide is to provide a useful resource to aid teachers in implementing a balanced, dynamic traffic safety program responsive to the needs of the young people of North Carolina.

## TO THE TEACHER

You may be wondering what place traffic safety education has in your classroom. This Professional Guide to K-9 Traffic Safety Resource Curriculum offers valuable experiences to both you and your students. Through traffic safety education, you may help your students develop many important skills with which to deal with the world. Concerns for human life and the well-being of your students necessitate the introduction of a well-balanced, integrated traffic safety program into the schools of North Carolina. Approximately half of North Carolina's pedestrian and bicycle fatalities and injuries involves persons under 15 years of age: That is about 1,750 deaths and injuries a year. Traffic safety education can help reduce these casualties. It can also offer your students added insight into their relationship with the environment, and increase their self-confidence in dealing with the world by strengthing their ability to make informed judgments.

What is safety education? Safety education is the development of a sense of responsibility for oneself and others. This sense of responsibility can develop into a lifestyle which involves thinking ahead, identifying and assessing risks, and making informed, responsible decisions for safe behavior. For kindergarten children, this may mean simple learning to recognize and obey a signal light and watching out for themselves in a traffic situation. For young teenagers, it may be expressed as a concern for others and a sense of involvement in the well-being of their community.

How can you, the teacher, foster these attitudes and behaviors in your students? Each student has certain needs which must be fulfilled if he is to learn to think for himself and to behave safely. These needs include:

1. <u>A Sense of How the Student Relates to the Traffic Environment</u>. This includes an understanding of how the student as a pedestrian, a bicyclist, or a passenger relates to drivers.
2. <u>Information about the Traffic Environment</u>. The student needs to recognize and understand traffic signs, signals, and markings. Knowledge of what others expect of him--for example, knowledge of

the Rules of the Road--is helpful.

3. The Ability to Identify and Assess Hazards. What is an accident? The very term connotes an act of pure chance. But is this the true definition as it relates to traffic safety? Discuss this with your students. An accident is an unintended event which results in damage or injury, but most accidents are caused by a series of misjudgments. Students need to explore the causal relationships in accidents and to learn to identify behaviors which are likely to result in accidents.
4. Knowledge of How to Avoid or Handle Hazardous Situations. The student needs to identify alternative actions which produce safe results, as well as to practice safe, responsible behaviors. These needs include practice in motor and perceptual skills.
5. A Positive Attitude toward Safety. The student needs to develop a positive feeling about turning down unreasonable risks. Acting safely means thinking ahead and acting in one's best interest. The student should be led to consider such questions as: Is it smart to act safely? Why do people take unreasonable or irresponsible risks? Your attitude as the teacher will have a tremendous effect upon the attitudes of your students. Your creativity and your enthusiasm in presenting safety habits as part of an affirmative lifestyle can make the program a success. Your actions in the classroom which show you believe safety is an important goal will influence the formation of responsibility in your students.

## Total Program Organization

The K-9 Traffic Safety Resource Curriculum is divided into four groups of grade levels.

Level A - Level A corresponds approximately to the K-1 grade levels. Little or no reading skill is required. Units in pedestrian, bicycle, school bus, and passenger safety are presented. Emphasis is placed on development of perceptual skills, especially in regard to pedestrian safety.

Level B - Level B is aimed at second and third graders. Pedestrian, bicycle, school bus, and passenger safety units are included. Perceptual and judgmental skills are again emphasized. Bicycle safety becomes extremely important, since this is the age at which most youngsters begin driving their bicycles on the street.

Level C - Level C corresponds to the 4-5-6 grade levels. Units in pedestrian, bicycle, school bus, and passenger safety are presented, and minicycle and optional farm vehicle safety units are introduced. The scope of all units is widened to include activities in which students can reach out into the community to investigate and express their concern for the safety of others as well as themselves. Activities include indepth identification of hazards, and opportunities for problem solving and exploration of attitudes. The natural laws which affect vehicles and pedestrians are also presented.

Level D - The structure of Level D, prepared for grades 7-9, differs from that of the elementary units. The emphasis in Level D is on preparation for the driving task. Three units are presented. The first in the series (grade 7) presents more sophisticated approaches to pedestrian, bicycle, and school bus safety, plus an optional section on farm vehicles. The second unit, presented in the eighth grade, deals with the history of the automobile, automotive safety devices, trip planning, and other activities which begin changing the student's focus of concern to the driver's responsibilities. Action projects are suggested which would allow the students to apply their talents and safety knowledge to benefit the school and the community. The third unit deals directly with preparation for driver education. The highway transportation system and the relationships of the individual driver, pedestrian, and others to the system are explored. The students explore the mental and physical factors important to safe behavior behind the wheel. Attitude clarification and formation are emphasized.

Curriculum Structure

The material covered in each level is organized into units: Pedestrian Safety, Bicycle Safety, School Bus Safety, Passenger Safety, and other units which are appropriate to a particular level. Each unit

is divided into general topics concepts. Under each concept heading are listed objectives--broad behavioral outcomes which the lessons attempt to encourage.

Next to Content for Discussion, which presents the facts which you will wish to convey to the class or that you might find helpful as background information. The content is written in the language you would use to speak to your class. Suggested learning Activities follow. Activities are listed numerically. Artwork and other worksheets which you might find useful to reproduce, either as transparencies or in quantity for each student in your class, are called Masters for Reproduction. Masters for Reproduction are labelled numerically according to each unit, with the identification number in the upper right-hand corner. They are inserted directly after the concept containing their first reference in the text. Stories, poems, songs, and so on are found in a supplemental section at the end of the unit. Resource lists are found at the end of the unit. You may wish to give this list to your media specialist. While the entire curriculum is organized so that it may be used for regular, independent safety lessons, the activities readily lend themselves to integration within existing subject areas. If you prefer this method, a Subject Area Cross Reference list is provided in the backs of Volumes A, B, and C.

This curriculum allows for a wide variety of activities, especially in terms of role playing, hands-on activities, and decisionmaking by the student. The resource materials and activities are arranged to inform the student of his special place in the traffic environment. From this understanding of his own and the responsibilities and limitations of others, the student can make intelligent decisions about his behavior.

## NOTE ON THE METRIC SYSTEM

North Carolina State Board of Education has passed a resolution urging teachers to begin teaching the metric system to their students. By the 1981-82 school year, metrics will be the main system of measurement taught in the school. The Traffic Safety Resource Curriculum is designed to aid teachers in teaching metrics.

All measurements in the resource are presented in metric with the English equivalent following in parentheses. The only exceptions are on worksheets or diagrams where it would be too complicated to present this dual system on the same page. In those cases, a worksheet that is totally metric and another worksheet that is totally English are provided.

Note, too, that the equivalent measurements presented are <u>not exact equivalents</u>. Metric measurements have been rounded to the nearest multiple of five in most cases. The recommended teaching technique is to <u>use</u> metrics, not to convert from English. The equivalents are close enough to get a feel for the comparative quantities, but they are not precise. For example, the exact equivalent for 20 miles per hour is 32 kilometers per hour. However, the text will read 30 km/h (20 mph). When the Nation begins to use metrics, we will use multiples of 5, not odd numbers here and there.

If you wish to find more precise equivalents, or if you wish to use other metric measurements, a conversion table follows for your use.

## METRIC CONVERSION FACTORS

### Approximate Conversions to Metric Measurements

| Symbol | When You Know | Multiply by | To Find | Symbol |
|---|---|---|---|---|
| | | LENGTH | | |
| in. | inches | 2.5 | centimeters | cm |
| ft | feet | 30 | centimeters | cm |
| yd | yards | 0.9 | meters | m |
| mi | miles | 1.6 | kilometers | km |
| | | MASS (weight) | | |
| oz | ounces | 28 | grams | g |
| lb | pounds | 0.45 | kilograms | kg |
| t | short tons (2000 lb) | 0.9 | tonnes | t |
| | | VOLUME | | |
| qt | quarts | 0.95 | liters | l |
| gal | gallons | 3.8 | liters | l |

### Approximate Conversions to Metric Measurements

| Symbol | When You Know | Multiply by | To Find | Symbol |
|---|---|---|---|---|
| | | LENGTH | | |
| cm | centimeters | 0.4 | inches | in. |
| m | meters | 3.3 | feet | ft |
| m | meters | 1.1 | yards | yd |
| km | kilometers | 0.621 | miles | mi |
| | | MASS (weight) | | |
| g | grams | 0.035 | ounces | oz |
| kg | kilograms | 2.2 | pounds | lb |
| t | tonnes(1000 kg) | 1.1 | short tons | t |
| | | VOLUME | | |
| l | liters | 1.06 | quarts | qt |
| l | liters | 0.26 | gallons | gal |

NORTH CAROLINA STATE BOARD OF EDUCATION

**Metric Resolution**

WHEREAS, the Secretary of Commerce has found that increased use of the metric system of measurement in the United States is inevitable and has concluded that a national program to achieve a metric changeover is desirable and has recommended that immediate attention be given to the education of the public; and

WHEREAS, proposed federal legislation establishes a Metric Conversion Board to coordinate the voluntary conversion to the use of the metric system of measure in all sectors of our society; and

WHEREAS, it appears that such a bill will be passed making it national policy to facilitate and encourage the eventual substitution of the International Metric System of Measurement units for customary measurement units in education, trade, and commerce, making metric units predominant in a period of ten years; and

WHEREAS, 90% of the world's people and more than 75% of the world production and trade are currently employing the unified metric system of measurement; and

WHEREAS, the International System of Units (SI) is expanding its use in all major industries in the United States and many companies are adopting the metric system for production, marketing and advertising of their products; and

WHEREAS, the schools of North Carolina need to teach the complete use of such a system of measurement; now, therefore be it

RESOLVED, that North Carolina Public Schools provide increased opportunities for the learning of the modern metric system of measurement (SI) by the school year 1975-76. Instruction in the metric system should be in addition to instruction in the English System of weights and measures presently in use in the schools; provided, however, that the International Metric System of Weights and Measures shall be taught as the primary system of measurement beginning with the 1981-82 school year; and be it further

RESOLVED, that the State Board of Education adopt as policy the conversion of all measurement language to the International Metric System of Measurement (SI) in all phases of public education in North Carolina not later than the year 1981; and be it further

RESOLVED, that North Carolina institutions having approved programs of teacher preparation begin to provide for the teaching of the modern metric system (SI) by the school year 1975-76; and be it finally

RESOLVED, that this resolution be recorded in the Minutes of the State Board of Education, and copies be forwarded to the Governor, local Board of Education, to each Superintendent of Schools, and made available to the teachers in North Carolina, education, civic and industrial organizations, and to the Presidents of North Carolina institutions having approved programs of teacher preparation.

## TRAFFIC SAFETY INFORMATION OFFICERS

Many activities suggest that a police officer will be a valuable resource. Contact the Information Officer for your county to come and speak to your class.

| | |
|---|---|
| Sergeant G. L. Swanson<br>Information Officer<br>State Highway Patrol<br>P. O. Box 1814<br>Greenville, North Carolina 27834<br>Phone - (919) 752-6118 | Bertie, Hertford, Northampton, Halifax, Edgecombe, Pasquotank, Camden, Chowan, Currituck, Gates, Perquimans, Beaufort, Dare, Hyde, Tyrrell, Washington, Pitt, Martin, Craven, Carteret, Pamlico |
| Sergeant W. P. Register<br>Information Officer<br>State Highway Patrol<br>P. O. Box 4450<br>Fayetteville, North Carolina 28306<br>Phone - (919) 484-1181 | Cumberland, Sampson, Onslow, Jones, Dublin, Pender, Columbus, Bladen, New Hanover, Brunswick |
| Sergeant V. A. Griffin<br>Information Officer<br>State Highway Patrol<br>P. O. Box 100<br>Cary, North Carolina 27511<br>Phone - (919) 829-3911 | Nash, Wayne, Lenoir, Wake, Vance, Franklin, Warren, Wilson, Greene, Johnston, Harnett |
| Sergeant J. G. Lawrence<br>Information Officer<br>State Highway Patrol<br>P. O. Box 20028<br>Greensboro, North Carolina 27420<br>Phone - (919) 379-5621 | Chatham, Lee, Moore, Guilford, Durham, Orange, Person, Caswell, Granville, Alamance, Randolph |
| Sergeant J. M. Varner<br>Information Officer<br>State Highway Patrol<br>P. O. Box 79<br>Salisbury, North Carolina 28144<br>Phone - (704) 636-0421 | Davidson, Stanly, Montgomery, Rowan, Davie, Forsyth, Rockingham, Stokes, Cabarrus |
| Sergeant M. K. Holcomb<br>Information Officer<br>State Highway Patrol<br>P. O. Box 670<br>Newton, North Carolina 28658<br>Phone - (704) 464-4210 | Surry, Yadkin, Wilkes, Alleghany, Ashe, Caldwell, Burke, Iredell, Alexander, Catawba, Lincoln, Cleveland |

| | |
|---|---|
| Sergeant W. D. Stiles<br>Information Officer<br>State Highway Patrol<br>P. O. Box 9567<br>Asheville, North Carolina 28805<br>Phone - (704) 298-4253 | Yancey, Avery, Madison, Mitchell, Watauga, McDowell, Rutherford, Henderson, Polk, Transylvania, Buncombe, Haywood, Jackson, Swain, Cherokee, Clay, Graham, Macon |
| Sergeant R. M. Walsh<br>Information Officer<br>State Highway Patrol<br>P. O. Box 1158<br>Monroe, North Carolina 28110<br>Phone - (919) 283-8101 | Gaston, Richmond, Hoke, Scotland, Union, Anson, Robeson, Mecklenburg |

LIEUTENANT A. W. RECTOR
COORDINATOR FOR THE STATE
STATE HIGHWAY PATROL
1100 NEW BERN AVENUE
RALEIGH, NORTH CAROLINA 27611

## CREDIT TO. . .

Much of the teacher information, many of the activities and masters for reproduction, as well as the resource lists have been reprinted or adapted from guides and materials developed by other States and sources.

For this reason, credit is indicated by code number throughout the guide. Following are the numbered reference sources.

1. Safety Instructional System
   Maryland State Department of Education
   Baltimore-Washington International Airport
   Baltimore, Maryland 21240

2. Safety Education Units for Illinois Elementary Schools
   State of Illinois
   Office of the Superintendent of Public Instruction
   Springfield, Illinois 62706

3. Teaching about Safety Resource Units
   National Safety Council
   425 North Michigan Avenue
   Chicago, Illinois 60611

4. A Traffic Safety Multi-Media Program K-12
   Kokomo-Center Township Consolidated School Corporation
   Kokomo, Indiana 56901

5. School Safety Magazine
   National Safety Council
   425 North Michigan Avenue
   Chicago, Illinois 60611

6. All about Bikes
National Safety Council
425 North Michigan Avenue
Chicago, Illinois 60611

7. Curriculum Guide for Safety Education Grades K-6
Michigan Department of Education
Michigan Office of Highway Safety Planning
Lansing, Michigan 48902

8. Teaching Children about Safety Belts
U. S. Department of Transportation
National Highway Traffic Safety Administration
Washington, D. C. 20590

9. K-6 Indiana Traffic Safety Education Curriculum
Indiana State Department of Public Instruction
Indianapolis, Indiana

10. Steps to Safety
Raleigh Public Schools
Raleigh, North Carolina 27605

11. Traffic Safety Education Performance Curriculum
Connecticut Department of Education
Hartford, Connecticut 06115

12. Petroleum Power Program
National 4-H Service Committee, Inc.
Program Services
150 North Wacker Drive
Chicago, Illinois 60606

13. A Resource Curriculum in Driver and Traffic Safety Education
Automobile Safety Foundation
Washington, D. C.

14. Alcohol and Alcohol Safety, a Curriculum Manual for Junior High Level (Vol. I)
U. S. Department of Transportation
National Highway Traffic Safety Administration
400 Seventh Street SW.
Washington, D. C. 20591

15. Traffic Safety K-9 Curriculum Guide
Wisconsin Department of Public Instruction
Madison, Wisconsin 53702

# PEDESTRIAN SAFETY

## Level B

PEDESTRIAN SAFETY UNIT--LEVEL B

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## PEDESTRIAN SAFETY--LEVEL B

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# PEDESTRIAN SAFETY

## INTRODUCTION

You, the teacher, are concerned with the health and well-being of your students. This professional guide has been developed to help you express your concern in a direct, practical way--by teaching your students to take responsibility for themselves in traffic situations. Children need to be aware of the steps they can take to keep themselves safe while they walk to and from home, school, and play areas. This means that they need to be aware of the elements of the traffice environment which present dangers to pedestrians and of those which protect them. Moreover, they need to develop responsible habits, which will protect them from injury and inconvenience.

Pedestrian accidents kill or injure nearly 1,000 children in North Carolina each year. Causes of accidents were widespread; however, the facts indicate that most accidents result from unsafe behavior by the pedestrians. Over half the accidents involving children resulted from crossing or running into the road somewhere other than at an intersection. Another large percentage resulted from entering the road from behind a parked car. Even crossing at an intersection is dangerous if not done properly.

Another major problem is visibility. Small children are not easily visible to a driver, and they can't change directions easily. They are likely to run into the road without looking. Night, rainfall, or bad weather limit the drivers vision, making these times deadly for children walking.

This unit has been developed in a positive manner to present the facts about the traffic environment and the safe alternatives that students may choose in order to deal with traffic.

Specifically, the unit has been divided into concepts representing areas that need special emphasis. The role of the pedestrian is discussed in order to give the child a picture of the pedestrian as he relates to the total traffic environment. The skills that pedestrians depend upon to keep themselves safe are discussed, and activities to

sharpen these skills are included. Along with these activities are discussions of the problem of pedestrian visibility after dark and in bad weather, and of what pedestrians should do to protect themselves. The devices that are placed in the traffic environment to aid pedestrians, such as traffic signals and signs, are approached with activities centered on shape and color recognition and role-playing activities. Safety personnel are identified so that the child can understand his function and can form positive opinions toward authority. Guidelines for forming safe routes wherever the child may walk are offered so that the child can make his own decisions about routes with an informed, responsible attitude. And finally, the children are given opportunities to identify and evaluate alternative pedestrian actions. This evaluation process, integrating the basic knowledge and skills from preceding activities, allows the student to develop responsible, informed decisions about his responsibility to himself and others in the traffic environment.

Also included in the unit are starter ideas for a Traffic Safety Learning Center, developed by teachers involved in the developmental workshops.

## UNIT OBJECTIVES

1. To develop safe, responsible, and informed behavior in the children as pedestrians by:
   a. Enabling the children to assess possible dangers and to act intelligently to avoid or to respond to dangerous traffic situations.
   b. Informing the children of the Rules of the Road, which the children must obey, and developing the children's understanding of the limitations and rights of both pedestrians and auto drivers.
2. To encourage the children to acquire proper attitudes and actions toward safety and to be a good example for others.

## PEDESTRIAN SAFETY UNIT CHECKLIST FOR TEACHERS

This Pedestrian Safety Unit Checklist is provided for you as a guide to help you determine your children's knowledge in this content area and to present the facts and recommended behavior as a pretest to assist you in teaching them specific safety rules.

1. Do the children know the definition of a pedestrian?
2. Do the children know the advantages of pedestrian travel? Disadvantages?
3. Do the children know that they are responsible for the safety of others as well as of themselves as pedestrians?
4. Do the children have essential visual skills necessary in traffic environment?
5. Can they identify sounds that are important for pedestrian travel?
6. Do the children know the importance of the pedestrian's ability to see and be seen?
7. Do the children look in all directions before crossing the street? As they cross the street?
8. Can they identify dangers presented for pedestrians walking after dark and/or at twilight?
9. Do the children wear bright or reflective clothing at night? In inclement weather?
10. Can the children make accurate judgments concerning distance and speed of vehicles before crossing a street?
11. Do they know how speed increases stopping distance for vehicles and why this is important to pedestrians?
12. Do they know the color, position, and meaning of each traffic signal sign?
13. Do the children know and obey traffic signs?
14. Do they know the role of the policeman in the traffic environment?
15. Do the children know and use safe pedestrian routes to school? To other points of interest?

16. Do they know and follow safety rules when on their way to school? To other places?
17. Can they identify what could or might happen in traffic situations and how to avoid them?
18. Have they developed habits and skills to keep themselves from harm?
19. Are the children aware of their responsibilities as pedestrians to avoid conflict or injury in the traffic environment?

## PEDESTRIAN SAFETY--LEVEL B

### CONCEPT I: DEFINITION OF THE ROLE OF THE PEDESTRIAN

OBJECTIVE:

In class discussion, the child will identify the advantages and disadvantages of pedestrian travel. He will arrive at the understanding that his own safety as a pedestrian is dependent upon his thoughtfulness and care.

CONTENT FOR DISCUSSION:

Every person who walks from one place to another is a pedestrian. A pedestrian enjoys the advantages of healthful exercise and the satisfaction of knowing that his means of transportation does not add pollutants to the environment nor does it entail the expense of gasoline and vehicle maintenance. At the same time, however, the pedestrian faces dangerous situations when he shares the environment with powerful, high-speed automobiles, buses, and trucks. A person on foot is considerably smaller than these vehicles and harder to see. He is at a definite disadvantage in the event of a collision with a large vehicle, which can result in serious injury or death. To protect himself from accidents, the pedestrian must take responsibility for his safety by using good judgment and by following safety rules.

ACTIVITIES:

1. Questions for Discussion:
   a. What are some of the advantages of walking instead of riding in an automobile?
   b. What are some of the dangers that a traveler on foot faces?
   c. What do these dangers suggest to us about the way a pedestrian must behave in traffic situations?

2. Pedestrians Rating Test.[2] Each child rates himself as a pedestrian according to the "Pedestrian Rating Test," Master for Reproduction #1, page 13. After the tests are scored, discussion should encourage each child to be a better pedestrian. Children should be encouraged to discuss how they can train themselves to be better pedestrians. Discuss how they can avoid the many injuries and deaths that occur when there is a collision between a car and a person on foot.

3. Picture Book of Pedestrians. Ask the children to draw their own pictures and/or cut out pictures of people walking in traffic situations. Have them paste all the pictures on construction paper to make a picture booklet about pedestrian travel.

4. Why Sidewalks? Distribute Master for Reproduction #2, page 14, "Why Do We Need Sidewalks?" Children should identify it as depicting sidewalks. In opening a class discussion, use questions such as "Why do we need sidewalks?" Who uses sidewalks most?" Have the children compare sidewalks to streets, naming differences and similarities, and relate both to pedestrian and bicycle usage.

5. Audio film strips are listed in the Resource List.

## PEDESTRIAN RATING TEST

Read each statement and write "I do" or "I do not."

_____ 1. I cross streets only at intersections or crosswalks.

_____ 2. I stop, I look both ways, and look for turning cars before crossing the street.

_____ 3. I cross the street quickly, but do not run.

_____ 4. I obey the traffic signs and symbols.

_____ 5. I know the meaning of traffic signs and symbols.

_____ 6. I obey the safety patrols.

_____ 7. I use street routes rather than alleys or shortcuts.

_____ 8. Where there is no sidewalk, I walk on the left shoulder facing traffic.

_____ 9. I carry a light or wear light colors on dark days.

_____ 10. I do not hitchhike or hitch rides.

_____ 11. I do not accept rides from strangers.

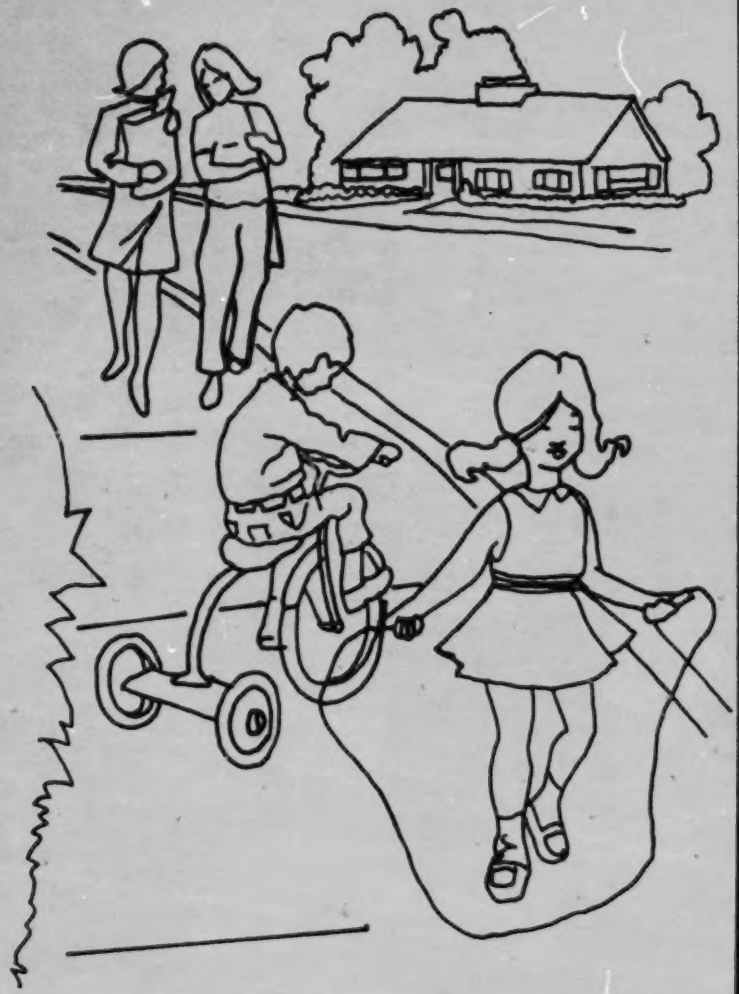
_____ 12. I plan and use a safe route not only for going to school, but also for going to my church or synagogue, the store, the playground, etc.

_____ 13. I avoid chasing or playing games along the way to my destination.

_____ 14. I remember to watch for cars backing out of driveways.

_____ 15. I am a defensive pedestrian.

Score yourself 10 points for each "I do"; 0 points for each "I do not." Now total your score. If you had 150 points, you are an excellent, careful pedestrian and should be virtually safe from street accidents, providing you do not relax your good habits. If you scored less than 150 points, but more than 100, you have several pedestrian habits which need correction. With a small amount of effort and concentration on your part, you can easily become an excellent pedestrian. If your score was between 50 and 100 points, you have a number of bad habits and will really have to be concerned about improving your walking patterns. If you scored below 50 points, you are in danger of becoming extinct. In fact, you shouldn't walk any more than you have to, until you have trained yourself to become a much more alert pedestrian.



SHOPPING

PEDESTRIAN SAFETY--LEVEL B

CONCEPT II: PEDESTRIAN SKILLS--HEARING

OBJECTIVE:

After experiencing audio sensitivity exercises, the child will be able to respond appropriately to auditory signals in the traffic environment.

CONTENT FOR DISCUSSION:

Hearing and listening skills are essential for survival in the traffic environment. One's attentiveness to sound will vary according to conscious effort and the circumstances of the situation; therefore, the pedestrian must always be prepared to respond appropriately to auditory signals.

ACTIVITIES:

1. Where Did The Sound Come From?[1] Children can often identify sounds; however, it is important that they also learn the direction from which the sound is coming. Blindfold a child. Ask another child to stand to the side, front or back of the blindfolded child, and make a noise. Ask the blindfolded child to point out the direction from which the sound came. Variation: Use different sounds that vary in volume: i.e., whistle, bell, snapping fingers, etc.

2. Cassette Tape Listening Activity.[3] Tape-record sounds at various locations that both people and vehicles use; i.e., busy intersections, parking lots, driveways, residential or city blocks, etc. In the classroom, ask the class to listen to the tape and identify locations. Play the tape a second time and ask the class to identify what is going on and what particular sounds are clues to what is going on at each location. Play the tape once more and ask the students to identify

sounds they missed during the previous exercise. The brain usually concentrates on sounds that give specific information demanded by the situation and filters out other sound. Thus, it is important that the pedestrian know in advance what sounds are clues to judgment and warning signals in traffic situations. Ask the students to identify important sounds for which pedestrians must always remain alert. Make a list of vehicle sounds, people sounds, animal sounds, weather sounds, whistles, bells, and other sounds that one should listen for in order to make good decisions in the traffic environment.

3. Sounds I Hear.[3] Ask children to make a list of things that they might hear on the way home from school (no matter how they travel). Have them take their lists home and mark with a check each item they actually did hear on the way. Ask them to bring their lists back to class the next day. Have them compare their lists with others in the class and then mark on their own lists the sound they like best (circle this word) and the sound that was most important as far as their safety was concerned. (Draw a rectangle around this word). Let them once again share their lists with others.

## PEDESTRIAN SAFETY--LEVEL B

### CONCEPT III: PEDESTRIAN SKILLS--SEEING

OBJECTIVE:

Having experienced learning activities dealing with recognition and sensitivity to visual signals in the traffic environment, the child will be able to respond appropriately to signs and other visual signals in a variety of pedestrian environments.

CONTENT FOR DISCUSSION:

The pedestrian's safety is heavily dependent upon his ability to see and be seen. He must constantly use his eyes to their fullest advantage to scan the traffic environment for potential hazards, as well as for signals which will direct his actions and the movement of vehicles. In order to identify and interpret traffic signs and signals and take other appropriate actions as a safe pedestrian, a child's visual skills must be developed and reinforced.

ACTIVITIES:

1. Blind Spot.[9] Crossing the street is an activity that requires complete visual attention. Hazards that are within close visual range sometimes will not be noticed when eyes are not used to the best advantage. The following activity demonstrates the blind spot of the eye. Ask each student to print an X on a blank sheet of paper. On the same line and 6.5 cm (2½ inches) to the right of the X, have each student print his initials. This paper is then held about 25.5 cm (10 inches) from the face. Each student covers his left eye and is told, to stare at the X while moving the paper slowly toward, and then away from, his face. At one point, the initials can no longer be seen, demonstrating the eye's blind spot.

2. Eye-Hand Coordination.[1] Pair off the children and have them sit facing each other. Give one partner four or five objects such as car miniatures, plane models, and flash cards with words or pictures of traffic signs and signals. The child having the objects picks up one object with his right hand and holds it off to his partner's left side. The partner must look at the object and name it. While his attention is on the first object, the other child picks up another object with his left hand and holds it to his partner's right side. The partner must look at the second object and name it. Repeat. Objects should be changed as quickly as possible. The child holding up the objects should try to place them so that his partner must move his eyes and head to see them. Vary this activity by making it a rule that only the eyes can move, not the head, to demonstrate the visual limitation this creates. Relate this activity to the importance of looking in all directions and making our eyes work for us when we are about to cross the street.

3. Where Is It?[1] Let a child describe a traffic scene. Ask the other children to guess the location of the traffic scene. Is it in the city, in the suburbs, or in the country? Variations: Ask a child to describe a traffic scene in the school area. Let the other children guess where it is.

4. Who Is It?[1] Let one child describe the clothes and appearance of a person in the traffic environment (policeman, school crossing guard, bus driver, etc.). Ask the other children to guess who it is.

5. I Spy.[2] Ask one child to pick an object in plain sight of his classmates without telling anyone what it is. The class must guess what the object is. Clues are given in the following fashion, "I spy something red." The class may then ask questions about the object which can be answered by a "yes" or "no." When someone

thinks he knows what the object is, he says, "I spy" and gives his guess. If he is right, he may then choose an object and be questioned by the class. The game may be used to illustrate the importance of using our eyes to the fullest advantage in scanning traffic situations when we prepare to cross the street. Consider the following narrative: "Could you play this game if you closed your eyes? Watch your friends as they try to find the object. Watch their eyes. Their eyes move from object to object in the room and then try to see everything. You try to see everything too. But not just when you play "I Spy." You must use your eyes all the time. Use them as if you are trying to find something. Before you cross the street, look left and right. Look all ways. Keep looking as you cross the street. Don't think one look will keep you safe. Play "I Spy" with your eyes every time you cross the street."

PEDESTRIAN SAFETY--LEVEL B

CONCEPT IV: PEDESTRIAN SKILLS--DISTANCE-SPACE-TIME PERCEPTION

OBJECTIVE:

The child will experience activities which will help build distance-space-time judgement skills.

CONTENT FOR DISCUSSION:

Distance-space-time relationships are difficult for everyone, but especially difficult for this and younger developmental levels. Knowing how to judge the distance and speed of approaching vehicles is essential to safe pedestrian travel. The child should understand that a car cannot stop instantly but must travel a certain distance before stopping. The following activities should help the child to begin to grasp the concepts of space and time relationships.

ACTIVITIES:

1. Stopping Distance Demonstration.[3] To show how speed increases stopping distance, have two children demonstrate on the playground. On a given signal, two children start moving from the same starting point, one walking and one running. At a certain point, blow a whistle or make some other signal for them to stop. Which child was able to stop first? Why? What are some factors that would make it easier for both children to stop (a hard, dry surface, rubber soles on shoes, physical control of the body, etc.)? What factors would make it harder to stop (ice, snow, wet pavement, mud, loose gravel, leather-soled shoes, etc.)?

   Try this experiment again using children on bicycles, scooters, roller skates, and wagons as well as children running and children walking. Ask children who are watching to mark the position of participating individuals both when the signal is given to stop and when the child has actually stopped. Which child took longer to stop? Have children measure the distances and compare. Would cars take even more time and distance to stop? Why is it important

to remember this fact when walking or playing?

2. How Long Does It Take To React?[1] This activity can help children to understand and practice reaction time. Divide the class into pairs and give each team a 30 cm x 5 cm (12" x 2") strip of tagboard. Have them mark off the two tagboard strips into six 5-cm-(2-inch-) long sections and label each section 1, 2, 3, 4, 5, and 6. Have one member of the pair hold the strip of tagboard at the top while his teammate holds his hand an inch below the strip with his thumb and forefinger spaced 2.5 cm (1-inch) apart ready to grasp the tagboard when it is dropped. The person holding the strip then drops it without warning. His teammate must grab it as fast as he can. The numbered section where the child grasps the strip shows his reaction-time score. Discuss the fact that the eye sees the strip start to fall and relays the message to the fingers, where the action takes place. A driver needs approximately the same reaction time (about 3/4 of a second) to get his foot on the brake if he sees something in the street ahead of him.

3. H. O. System.[9] Ask the children to bring their small battery-powered cars to school. Have them set up tracks (H. O. System) similar to the "real-world" traffic pattern. Then use the stick figures, clay figures, etc., to cross the track, pretending to be people crossing streets.

PEDESTRIAN SAFETY--LEVEL B

CONCEPT V: WALKING AFTER DARK, AT TWILIGHT, AND IN BAD WEATHER.

OBJECTIVE:

The children will be able to describe how various weather conditions affect their behavior, to identify dangers which after dark and during twilight conditions are are present for the pedestrian, and to demonstrate or describe appropriate defensive pedestrian behavior in twilight and after-dark situations.

CONTENT FOR DISCUSSION:

Drivers do not see well at twilight. Therefore, a pedestrian must never assume that the driver sees him and must behave as if he did not. At twilight the pedestrian must be particularly careful not to stand close to objects such as mailboxes, bushes, trees, or posts where he may blend into the shadows and be obscured from the driver's vision. Pedestrians should always cross the street at lighted areas.[2]

The study of light and reflective material has a direct bearing upon safety at night. Children should know the nature of light and reflection in order to have a better appreciation of rules regarding walking after dark.[3]

Inclement weather conditions create situations in which the pedestrian must be particularly cautious. His behavior must take into account the fact that visibility is lowered and vehicle stopping distances are increased.

ACTIVITIES:

1. Questions for discussion:

   -Do people always see well at all times of the day? Why not?

   -What can people miss seeing when they are in a hurry? Are sad? Are angry? Are careless?

   -People who are night blind have trouble seeing at twilight and at night. Why do they have trouble? What kinds of things do they not see? How can you make sure they see you?

   -What colors help night-blind people see? (Reflector tape!)

2. Reflective Material. Reflective material has the ability to bounce light directly back to its source, and to do so for a long distance. A person wearing retroreflective material can be seen at night from almost twice as far away as a person who is not wearing the material.

   a. Investigate Reflection.[3] Let children investigate the concept of reflection. Reflection is the bouncing back of a ray of light from a surface. White reflects light best. Black does not reflect any light; it collects it.

   Conduct the following experiment. Darken the room and shine a flashlight on several sheets of colored paper, including white and black. Have children decide which is the brightest and which is the easiest to see. Ask children how this relates to the kinds of colors that they should wear when walking, especially in twilight or darkness.

   b. Reflector Tape.[2] The teacher should have samples to show the class. Reflective tape is available at most hardware stores. The teacher may tape a sample onto

black paper. The lights should be turned off and the sample held at the opposite end of the room. Shine a flashlight upon it so that the children can see its reflective qualities. A similar black sheet of paper with a white strip may be put alongside it to compare.

The teacher may request the students to sew the reflector tape to their jackets or coats. A letter home may be written to tell about it.

3. Sunup and Sundown.[3] Let the children make cardboard or paper mache clocks with movable hands. Have them show (with the hands of the clock) at what time they get up in the morning, what time school starts, etc. Then ask them to show which times they think they should be wearing retroreflective clothing if they were outside. Ask children to check their estimates with sunrise and sunset times in the newspaper. Ask them how long before sunset should they be wearing retroreflective clothing. Talk about the word "dusk." Technically, dusk sets in shortly after sunset and lasts until it is pitch dark. This period can last up to 2 hours in spring and summer. Each day for a week or two, have children set their clocks at the time of sunset. At the end of the day, refer to the idea of wearing retroreflective clothing around sunset or before the sun comes up.

4. Weather Watch.[2] Through discussion, the class may explore how weather can force us to behave differently and learn that certain ways of behaving during severe weather conditions are imperative to our safety. As an aid to discussion, films or slides depicting various weather conditions may be used to elicit the children's impressions of weather changes and consequent changes in human behavior.

Questions for discussion include:

-How do clouds change when sunny weather becomes cloudy? Stormy?
-How does the color of the sky change?
-What changes does the wind create?
-How do these changes affect you when you are out walking?
-In severe winds, what should you do? Why? In a tornado? In a hurricane?
-Does rain always stay the same? Why not? What is hail? How does hail change what we do when we are outside?
-How does snow affect us? Why? How can snow blind people? What are some safety behaviors to remember when you are walking through a snow storm?

5. Rain and Snow. Masters for Reproduction #3 and #4, pages 27 and 28, depicting people walking during severe weather conditions, may be used with the following questions:

-What should these people do to see better?
-To keep warm? To protect themselves?
-To make sure other people see them.

Then have the children color the handouts (Masters for Reproduction #3 and #4) or draw their own pictures showing different types of weather conditions.

6. Make large boy and girl paper dolls and laminate them. Have the children design clothes for all kinds of weather for the dolls. The children can dress and undress the dolls each morning as appropriate.

7. Using several of the above activities, make a science center for the classroom.

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## PEDESTRIAN SAFETY--LEVEL B

### CONCEPT VI: THE TRAFFIC SIGNAL--CORRECT PROCEDURE FOR CROSSING STREETS

OBJECTIVE:

The child will correctly identify the traffic signal lights as well as correctly identify the procedure for crossing streets.

CONTENT FOR DISCUSSION:

While most children at this age familiar with the traffic light (stop light), a review of the color, position, and meaning of each signal is important. Vehicles as well as people are controlled by the traffic light, and a person attempting to cross an intersection controlled by a light must watch for turning cars and possible violations of the signal. Green means to GO when clear; red means to STOP and yellow mean to WAIT. (Remember that cars can make right turns on red at most intersections in North Carolina.) The pedestrian cannot rely solely on the light when determining whether it is safe to cross an intersection and must use his eyes to remain alert for possible hazards.

ACTIVITIES:

1. Traffic Light Talk. Use chalkboard drawings or flannel board characters to illustrate how people and cars are controlled by the traffic light.

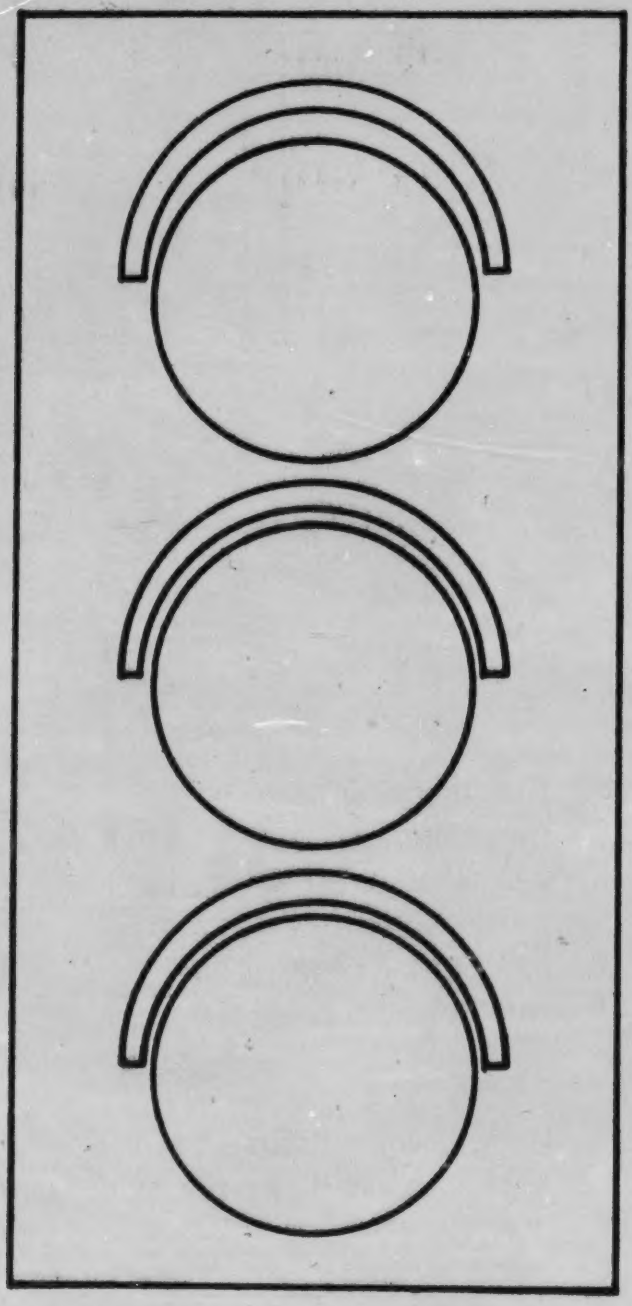
2. Build A Traffic Light.
   a) Color traffic light signals or construct a traffic light from construction paper using Master for Reproduction #5, page 31, Traffic Light Pattern.
   b) Stack two individual milk cartons on top of each other or use one larger milk carton to construct a traffic sign. Have the children cover the cartons with yellow construction paper and paste discs of red, yellow, & green on the side.

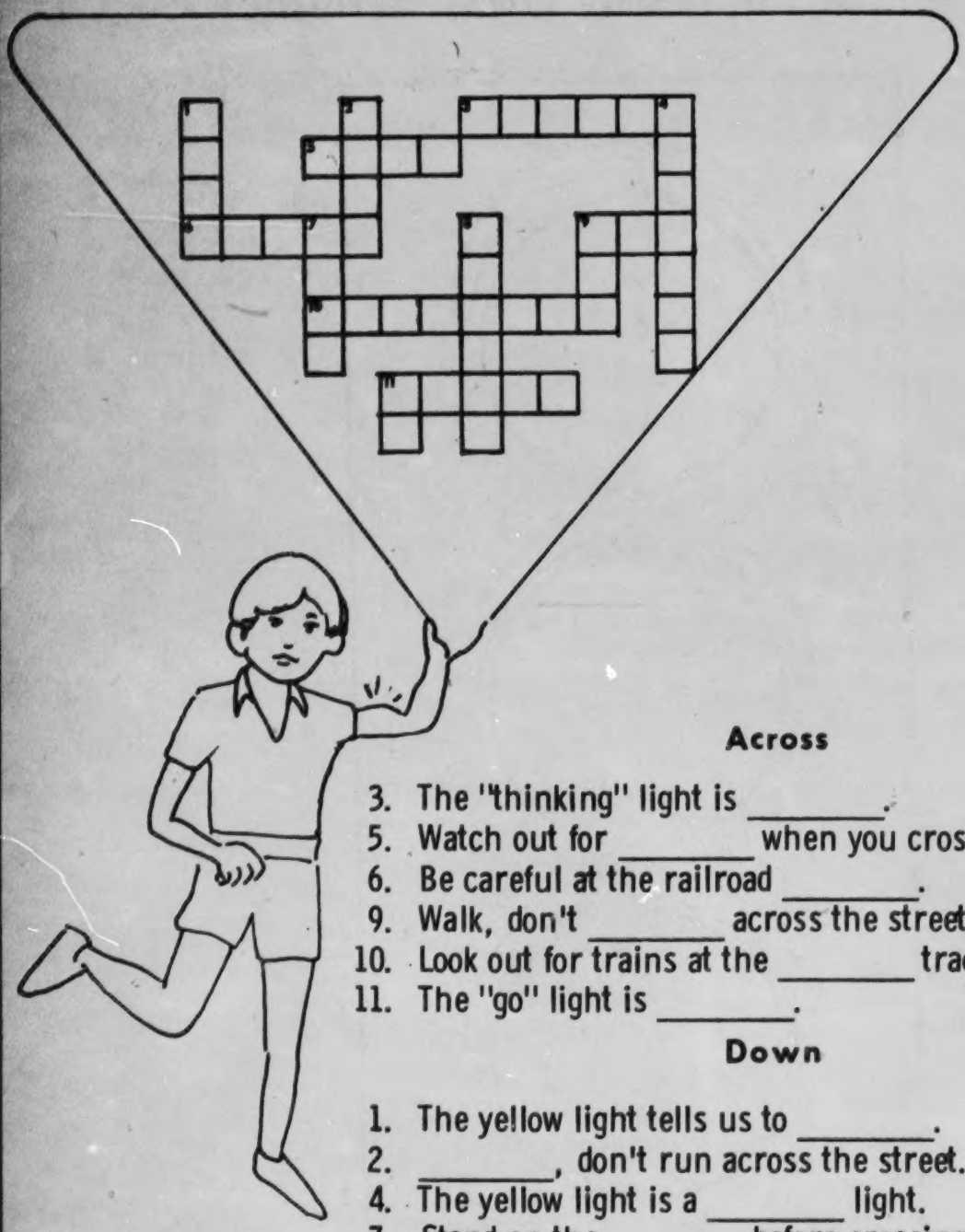
3. Field Trip.[2] A trip to an intersection controlled by a traffic light where the class can observe approximately how long each color lasts on the light (note that these lengths vary at different intersections), how cars turn into the pedestrian walk way, especially toward the end of a green light, and how to safely cross the street.

4. Crossword puzzle which reviews color, position, and meaning of each signal is included as Master for Reproduction #6, page 32. This can be laminated and placed in the learning center. Each child can fill in the squares with a magic crayon and wipe clean.

5. Traffic Light Poem. See Master for Reproduction #7, page 34. This can also be adapted for the learning center. Make a large traffic light with removable colored discs. Children can place discs in proper order or a team of two can use it as a directional game.

# Pattern for Traffic Light Activity





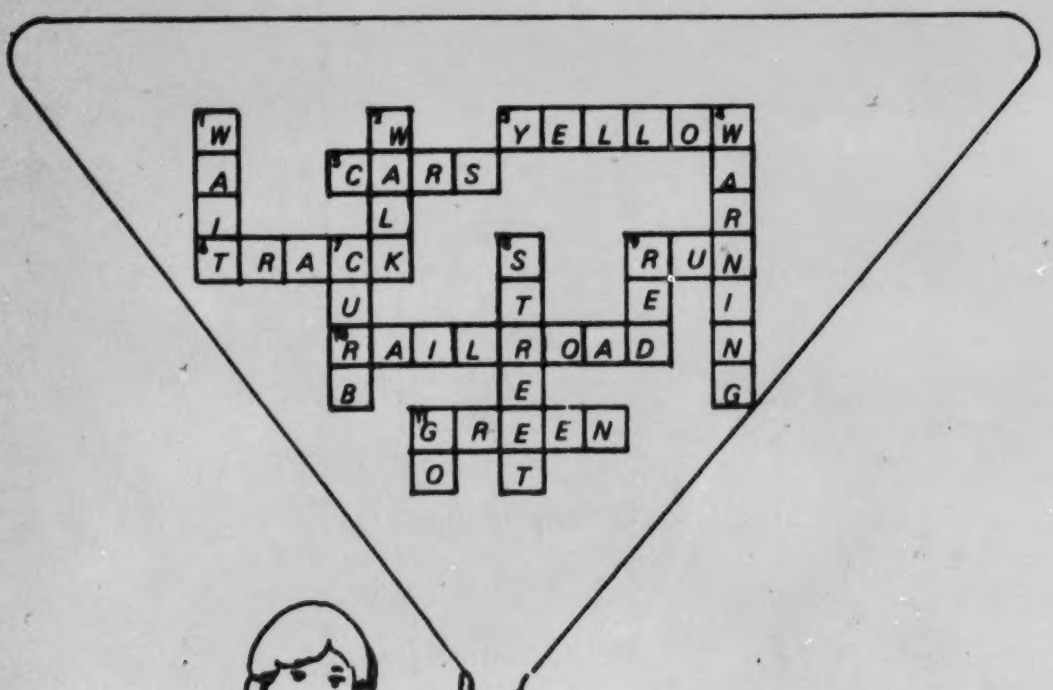
**Across**

3. The "thinking" light is _____.
5. Watch out for _____ when you cross the street.
6. Be careful at the railroad _____.
9. Walk, don't _____ across the street.
10. Look out for trains at the _____ tracks.
11. The "go" light is _____.

**Down**

1. The yellow light tells us to _____.
2. _____, don't run across the street.
4. The yellow light is a _____ light.
7. Stand on the _____ before crossing the street.
8. Never play in the _____.
9. The "stop" light is _____.
11. The green light tells us to _____.

ANSWER SHEET



**Across**

3. The "thinking" light is *(yellow)*.
5. Watch out for *(cars)* when you cross the street.
6. Be careful at the railroad *(track)*.
9. Walk, don't *(run)* across the street.
10. Look out for trains at the *(railroad)* tracks.
11. The "go" light is *(green)*.

**Down**

1. The yellow light tells us to *(wait)*.
2. *(Walk)*, don't run across the street.
4. The yellow light is a *(warning)* light.
7. Stand on the *(curb)* before crossing the street.
8. Never play in the *(street)*.
9. The "stop" light is *(red)*.
11. The green light tells us to *(go)*.

## A Poem to Learn

THE TRAFFIC LIGHT*

The traffic lights we see ahead
Are sometimes green,
And sometimes red.

Red on top,
And green below.

Red means stop,
And green means go.

Red on top - stop, stop, stop.
Green below - go, go, go.

*Author Unknown

PEDESTRIAN SAFETY--LEVEL B

CONCEPT VII: IDENTIFICATION OF TRAFFIC SIGNS

OBJECTIVE:

As a result of the learning activities, the child will be able to identify traffic signs and demonstrate proper reactions to them.

CONTENT FOR DISCUSSION:

Traffic signs serve many different purposes; a knowledge of the purpose and significance of each sign is important to the pedestrian's safety. Some signs provide general warnings about hazards, and some cite traffic regulations or directional information. The pedestrian must pay attention to all traffic signs so that he can anticipate what vehicles will be doing and how he must react in the particular traffic situation. Some signs that have special significance for the pedestrian are those that indicate pedestrian crossings, crosswalk patterns, and traffic lights. By 1975, a uniform system of colors, shapes, and symbols will be employed for traffic signs, signals, and highway markings. Symbols will be used instead of words on most signs, and pedestrians must learn to recognize their significance. The safety of all drivers and pedestrians depends on their ability to (1) recognize (2) understand, and (3) obey traffic signs, signals, and markings.

ACTIVITIES:

1. Discussion of Symbols.[2] The teacher, through a discussion of symbols that guide our everyday life, will evoke from the students examples of safety symbols. A Traffic Sign Kit is available for this, and other, activities.

   a) How do we depend on symbols to guide us? Let's list all the symbols that we can think of that get us to and from school safely. It is here that you can start listing these symbols, i.e., the many-colored traffic light, the red octagonal stop sign, the rectangular sign of warning, SLOW SCHOOL ZONE, the crosswalks, etc.

b. Symbols can be words. How do we react to the exit sign? What does it tell us?

c. What does the word "yield" mean to us?

d. Why is it necessary to know the meanings of symbols that we see and use daily? Today we are going to have an opportunity to react to these symbols on the very streets that we are about to create.

2. Give children paper of proper colors and let them make their own traffic signs.

3. Reconstruction of a Model Intersection.[2] The teacher should draw a street intersection on the board and discuss the signs that we may find there. Have the children draw a copy of the intersection individually. Leave it up to them to place the traffic lights and signs, street signs, crosswalks, etc.

   You may divide the children into very small groups. Two children work well together in this situation.) Each group should have a few vehicles to work with. Encourage free play for at least 10 minutes. This will give the children an opportunity to establish a familiarity with the intersection and the role-playing atmosphere.

4. Role-Playing.[2] The teacher may now encourage role-play activity using a table-top intersection, toy cars, and other objects. Or the teacher may turn the whole classroom into a mock traffic environment by making aisles into "streets" and attaching signs from the traffic sign kit to the desks. You may direct the first hypothetical situation and have the children follow. One child may be the pedestrian, one may be the auto driver, bicycle driver, or other pedestrian.

   Examples:

   a. A pedestrian is crossing an intersection at the corner. A car is slowly approaching that corner and is about to turn into the path of the pedestrian. Let's react with each other.

What will the auto driver do? Can anyone think of a safety rule that may be applied to a situation such as this? Can anyone think of any symbols that were created for this very situation?

b. Two cars are approaching the same intersection at the same time. Who has the right-of-way?

c. A car is pulling out of the alley into traffic (use middle of road). A child is beginning to cross that alley.

d. A pedestrian has the WALK sign. He steps off the curb and hears a siren. React!

Continue setting up situations in which an accident is likely to occur. Encourage the children to react by identifying the hazards involved and predicting the consequences.

Examples:

a. A child is crossing on the crosswalk. A bike driver, although he is stopped with the red light, continues rolling into that crosswalk. The child, in an effort to move around the driver, is forced into the moving traffic. Let's predict what could happen.

b. Have children create their own symbols and use these symbols one day to guide the other children.

c. Make a chart: "Traffic Accidents Happen Because."

d. Set up a Safety Current Events Bulletin Board.

4. Cut and Paste. Use Masters for Reproduction #8 and #9, pages 39-40, for cut and paste worksheets. The children should cut out the replicas of traffic signs and paste on the correct shape; then color the signs correctly. There is an extra STOP sign and ONE-WAY sign on the masters.) For larger signs, refer to Level A, Masters for Reproduction #2-9, pages 26 - 33.

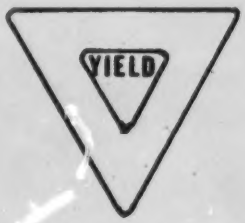
5. Step and Stop Game. Place large replicas of traffic signs on circular floor space. Construct six to eight extra STOP signs

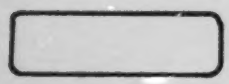
from red construction paper. The game begins with each child standing on or near one of the signs. Teacher plays a musical record, and the game proceeds as in musical chairs. Children march to music and claim a sign when the music stops. STOP signs are free areas where no questions are asked. Children landing on signs other than STOP signs must explain the meaning of the sign. Any child unable to define his sign must sit down and one of the STOP signs is removed. Those children left in the game after all STOP signs are removed are declared winners. To make the game more difficult, quiz the children on safety rules or tell where they see this sign in their community, instead of asking them to identify the signs.

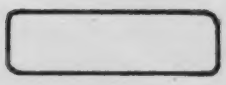
# Traffic Signs and Shapes Worksheet

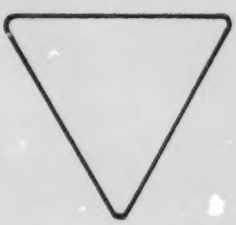


Cut out the actual pictures of the traffic signs below and paste them on the correct outlines of the shapes at the bottom-half of the page. Color the signs correctly.









# Traffic Signs and Shapes Worksheet

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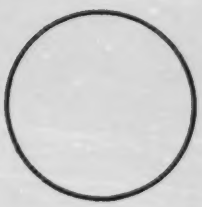
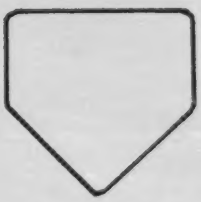




## PEDESTRIAN SAFETY--LEVEL B

### CONCEPT VIII: RECOGNIZING SAFETY PERSONNEL

OBJECTIVE:

The child will identify those persons who have important jobs in traffic safety. He will understand how each one of these safety personnel contribute to his safety and well-being as a pedestrian.

CONTENT FOR DISCUSSION:

Many different people play important traffic safety roles. These people include (1) the lawmakers who legislate the rules and regulations that govern our behavior in traffic environments and (2) the policemen who give tickets to individuals who endanger our lives by violating traffic laws. Policemen look out for our safety in many ways; they can stop traffic to allow pedestrians to cross streets, and they will give assistance to people who are lost or in trouble.

The school crossing guard is particularly helpful each morning and afternoon as we travel to and from school. The guard stops traffic for us at busy intersections so that we may cross the streets safely. School safety patrols are older students who guard dangerous corners and tell us when it is safe to cross the street.

ACTIVITIES:

1. Career Awareness. Identify and discuss the responsibilities of the following people who have important jobs in traffic safety:
   a. Policeman
   b. Traffic Engineer
   c. School Crossing Guard
   d. School Safety Patrol
   e. School Bus Driver
   f. Helicopter Traffic Reporter.

2. Guest Speakers. Invite traffic safety personnel to talk about their jobs to the class. Discuss how the children can help them carry out their responsibilities.

3. Traffic Talk.[3] Have children write riddles about people who have important jobs in traffic safety. Read them to the rest of the class. Classmates will guess who the person is.

PEDESTRIAN SAFETY--LEVEL B

CONCEPT IX: SAFE PEDESTRIAN ROUTES

OBJECTIVE:

The child will determine the safest route for walking from his home to school and other points of interest.

CONTENT FOR DISCUSSION:

Our knowledge of pedestrian hazards and our appreciation and understanding of life-saving rules and regulations are put to crucial tests each day as we travel familiar routes. On the basis of knowledge gained from previous lessons, the routes children take to school and to other points of interest should be reexamined to determine if they represent the safest possible routes. Careful consideration of the pedestrian hazards faced in his daily experience will make each child more alert in response to them and, thus, more prepared to prevent accidents.

ACTIVITIES:

1. Question for discovering which safety rules apply to individual situations:
   -How many corners do you cross on the way to school?
   -How many of the corners have traffic lights?
   -How many have word signals (walk, don't walk)?
   -How many have no signals at all?
   -How many have school patrols?
   Policemen? Crossing guards?
2. Followup Activities.[2] After a discussion of safe routes, give each child a copy of the story below to fill in.

I cross _____ corners on my way to school. _____of the corners have traffic signals and _____ of the corners have "WALK" signs. _____corners have patrols but _____ have no patrols or signals at all. The corners without any signals are the _____ to cross.

3. Rate The Routes.[2] Have the children collect the sheets from activity 2 and redistribute them, making sure that each child has a sheet belonging to someone else. Tell the children to read the fact sheet that they now have and judge how safe that particular route is. They must support their statement with reasons. Why isn't this a good route? Are there any traffic lights, patrols, or signs? By judging another student's safety, they can relate to their own and perhaps question their route to school.

4. Trace Your Route To School.[3] Ask the children to make a 3 m by 2 m (9' x 5') neighborhood map covering one wall of the classroom. Use strips of black construction paper (3 cm wide) to make a gridwork of neighborhood streets. Identify streets on the map. Ask each child to draw, color, and cut out a 2 cm picture of his own house and paste it on the map at the correct address. The school and other important buildings (library, fire and police stations, post office, stores, etc.) can be added. Ask the children to add traffic signs, signals, and patrol people in the proper places and explain their location. Each child will trace their routes to school using yarn or a colored marking pen. Use the map to improve direction identification, map reading, and math. (What is 2 blocks north and 6 blocks east of Jane's house?)

5. Experience Chart.[2] Different communities contain different types of intersections and crosswalks. We must train ourselves

to be alert to possible hazards in all situations. Ask children to think about special hazards they encounter on their way to school. Have the children draw the intersection they consider the most dangerous. Have them use rulers to draw the straight lines and include as many details as they can recall. If they have no special hazard on the way to school, have them draw some that they may encounter on their way to a nearby store, shopping center, church, or synagogue. Ask the students if there is any way these intersections could be made less dangerous? How?

As a final discussion, ask the children about all the safety rules they use in getting to school safely every day. Make an experience chart out of these ideas.

Example:

TOMMY

I practice
safety on the
way to school
by walking
on the sidewalks only,
crossing streets
at corners, and
looking both ways.

Such charts are excellent supplementary materials for reading lessons.

## PEDESTRIAN SAFETY--LEVEL B

### CONCEPT X: ALTERNATIVE PEDESTRIAN ACTIONS--IDENTIFICATION OF SAFE AND UNSAFE BEHAVIOR

OBJECTIVE:

The child will identify unsafe pedestrian actions and predict their consequences. He will identify safe and proper pedestrian action as it relates to the situation.

CONTENT FOR DISCUSSION:

Accidents do not just happen; they are caused, and they can be prevented. If the pedestrian learns to recognize situations that lead to accidents, he may set goals for avoiding them. For example, pedestrian accidents occur frequently in the following places or situations: at intersections, alleys, driveways, between two parked cars, and by running out into the street.

ACTIVITIES:

1. Discuss the following situations in terms of the pedestrian's lack of responsibility and why it can lead to an accident.[2]
   a. Discuss the situation involving a child running between parked cars. Ask these questions:
      -"What are some of the things that could happen to this child if he ran out into the street between two parked cars?"
      -"What would have been the best thing for this child to have done?"

      With this discussion, you will be encouraging the learning of the rule: Do not run into a street from behind a parked car or between two parked cars.

b. Discuss the situation involving the child running across the street in the middle of the block. Encourage the response: cross streets only at crossings.

c. Discuss the situation involving the child crossing against light. (Cross only when the light is green or the WALK sign is on.)

d. Discuss the situation involving the child darting into street without looking. (Look to both right and left before crossing a street or going into it.)

e. Discuss the situation involving the child darting across a street in the path of an approaching turning car. (Look to see if a car is turning into a street that you want to cross.)

f. Discuss the situation involving the child running across street. Do we have more control when we walk or run? Why? What gives us control? Why do more accidents happen when we run?

g. Discuss the hazards of running across the street and the accidents that could occur if a child were to fall in the path of an oncoming car. (Walk across the street; do not run.)

h. Discuss the situation involving a child playing in a street. (Do not stand or play in the streets.)

i. Discuss the situation involving a child running after a ball. Encourage the children to find a good rule to remember concerning toys and traffic. "Where should we play? What could happen to the child running after his ball? What could we tell this child about safety?

j. Discuss the dangers of children talking and not watching traffic as they cross the street. "When I am talking, and you are talking to your neighbor, is it easy for you to listen to me? Why is it important to be extra cautious

as pedestrians? What could happen if you do not watch carefully as you cross the street? Is there a rule that you can think of to help us cross streets safely?"

k. Discuss the dangers of children not looking both ways before entering the intersection. "What must we do at a corner before crossing the street? Why? Can we see things to our sides if we look straight ahead? Let's try! Let's think of a rule that will keep all children safe when they are crossing at a corner."

l. Discuss the situation of a child not waiting on the curb before crossing. (Keep off the street until it is safe to cross.)

m. Discuss the situation of a child walking with the traffic when there are no sidewalks. On a street where there are no sidewalks, face the traffic. (Walk on the left side of the road.)

2. Accident Tally.[2] For an arithmetic lesson, make a class graph showing where most of the accidents involving children occurred that year. (Do not use the area around the school alone. Secure information from the local police department.)

3. Find the Dangers In The Following Bits Of Advice:[2] Ask the children to identify what is wrong with the following statements.

   a. Hurry up and get where you are going before the rain gets even worse.

   b. Do not carry a flashlight with you at night. You might loose it.

   c. Do not watch for cars coming out of driveways at dinner time. Everyone is busy eating.

d. If a driver wants to turn as you prepare to cross a street, make him wait. He should be alert for pedestrians.

e. Assume that all drivers know what they are doing.

f. If the light has been green for some time, run across the street so you will make it before the light turns red.

g. What if the street is slippery! You can slide part way across.

h. Carry your umbrella close to your head so the rain won't get in your face.

i. Walk in the street when all people haven't shoveled the snow from their sidewalks. The walking is easier.

j. If your ball goes into the street, chase after it before it rolls to the opposite curb.

PEDESTRIAN SAFETY--LEVEL B

CONCEPT XI: LEARNING CENTER IDEAS

OBJECTIVE:

The child will learn safe pedestrian habits through individual activities in the pedestrian learning center.

INSTRUCTIONS:

The teacher can set up a learning center on pedestrian safety including a classroom intersection with movable traffic signs. Folders can be made available in the learning center, which present suggestions for student activities. Examples:

Spinner Game Folder--includes game and instructions (see attached sketch of spinner.)

Activity Folder--includes instructions for student activities selected from Supplemental Activities List.

Observation Activity Folder--includes directions for viewing selected filmstrips or cassette slides. Role-play activities may also be included.

Creative Writing Activity--includes suggested titles for safety stories:

Stevie Showoff Had an Accident.
The Day I Won the Safety Award.
Crash! Bang! I Forgot to Look and Listen.
The Day Randy Learned a Lesson.
My Day as a Policeman (Policewoman).

All of a Sudden.
My Surprise at the RR Crossing.
Someday I Will Be a Safety Patrol.

Listening Activity Folder--includes instructions for cassette listening activity. The teacher can record these sounds on a cassette:

Problem 1: Door slamming--ignition of starting car--slow movement of car (pause in tape).

Problem 2: Car going at normal rate of speed--honking horn--voice saying "Hey, watch out" (pause in tape).

Problem 3: Sounds of children playing--moving car in distance coming toward children--screeching of brakes (pause).

Problem 4: Bouncing ball while approaching car is heard in distance--car stopping--voice of person luring child to car (pause in tape).

Problem 5: Ambulance siren coming and going (pause in tape).

Problem 6: Fire alarm and fire truck siren--crackling sound of fire (pause).

Problem 7: Approaching motorcycle.

After listening to the tape in its entirety or in part, the child will relate his personal experiences to one of the problems on the tape.

1. Pick out one of the problems that has involved you.
2. In what way were you involved?
3. How did <u>your</u> story end?
4. Were you using safe pedestrian habits?
5. If your habits were safe, then tell what rules you were following.
6. If your action was not safe, then tell what safety habits you should have been using.

Puzzles--Folder Flip

Make these puzzles simply and easily.

1) Start with a regular manila file folder. Mark the inside, right hand page into six or eight rectangles. Sketch in (or cut out pictures and paste) various safety-related items, such as signs, the clothes you wear at different times and in different weather, or even sketches of situations.

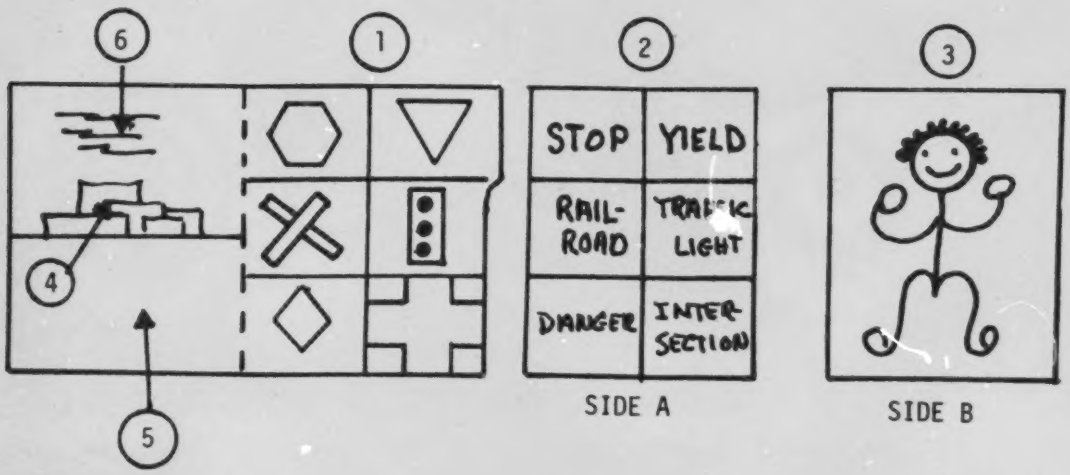
2) Then take a piece of cardboard of the same size and mark one side (A) into matching rectangles. Write a matching word or safety rule in each of the rectangles.

3) On the other side (B) of the piece of cardboard draw or paste an interesting picture.

4) Cut the piece of cardboard into rectangles.

5) Staple or tape a pocket on the inside of folder.

6) Print these directions on the space above the pocket.
   1. "Put the puzzle piece with the safety word (or rules) on top of picture which matches it.
   2. When you have matched all the words, close the folder and carefully turn it over.
   3. Open the folder. If you have matched the words correctly, you will see a surprise."




SIDE A SIDE B

UTILIZATION OF LEARNING CENTER:

The student will choose one activity to complete during each visit to the center. Many students will complete all center activities by the end of the pedestrain safety study.

# SUPPLEMENTAL ACTIVITIES

## SUPPLEMENTAL ACTIVITIES

The following activities are suggested as supplements to individual lessons, as lesson reinforcements, or as culminating activities in the pedestrian safety unit. Many of the worksheets may be laminated so that the child can fill in the blanks with a magic crayon and then wipe clean.

### GAMES

1. This game is played in the same way as "I Spy." The child thinks of a traffic rule. He then gives the place where it is most often used. The class then tries to guess what traffic signal he is thinking. An example: "It" says "I am thinking of a railroad crossing." The children then guess, "Stop, look, and listen before crossing the railroad tracks."

2. Divide the class into two or more teams. Each team has a safety rule, which it will pantomime to the other teams. The teams try to guess the safety rule that is being pantomimed.

3. The "Go Fishing" game is adapted to signals of safety. Traffic signals and signs are put onto cards that have a paperclip attached to each. A fishing pole that has a magnet on the hook is lowered over the pile of paper fish. The fish that is caught is identified by the fisherman as to what traffic signal it is.

4. Divide the class into two teams. Have each team sit or stand in a line. The leader of each line whispers a safety rule to the one next in line. The safety rule is passed by whispers all the way to the end of the line. The team that has passed the rule to the last one most correctly wins a point. A new rule is then passed back by the new leaders of the line.

5. Divide the class into two teams. The teams stand in a line side by side. Each member of the team is given a color, either red, yellow, or green. A red, green, and yellow is placed in the center of the two lines. When a color is called, those who have that color run to the center for the object of the same color.

6. Divide the class into two or more teams. Conduct the relay race with the runner going to the base with a safety rule. When he reaches the base, he must then give the proper action for the rule before completing the relay. An example: "Give a left turn signal."

7. The purpose of this exercise or game is for each child to learn his full name, his correct address--street and number--father's name, and the name of his school. The children may use a toy telephone to ask each other these questions and answer them. You may discuss why knowing these things is important. Many variations of this activity may be used.

8. "Red Light, Green Light, Stop!" This is an outside activity. All children are lined up side by side on a starting line. "It" stands at the base line and calls "green light." On this command, the children start running toward the base line. "It" calls "red light" and the children stop as quickly as possible. The last one stopping is out. The commands are repeated until one of the children has reached "it" or all of the children have been put out.

9. "Stop and Start." Divide the play area into two equal parts. One of the group is the leader. The leader quickly points in one direction and says, "Run," while holding up a green circle. The children all run in this direction. When the leader shouts "Stop" and holds up a red circle, all the children stop immediately and face the leader in order to

watch for the next direction. Children who do not stop within two steps after the signal or who fail to follow directions are eliminated from the game. The leader may give a command such as Walk, Stop, Don't Walk, Wait, etc.

10. Decoding Safety Messages.[2] By using the following number-letter code, children can find the secret safety rules:

| A | B | C | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

| L | M | N | O | P | Q | R | S | T |
|---|---|---|---|---|---|---|---|---|
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

| U | V | W | X | Y | Z |
|---|---|---|---|---|---|
| 21 | 22 | 23 | 24 | 25 | 26 |

1. _ __ __ _ __ __
   1 12 23 1 25 19

   _ __ _ __ __ _
   2 21 3 11 12 5

   __ __ __ __
   25 15 21 18

   __ _ _ _ __ __
   19 1 6 5 20 25

   _ _ __ __
   2 5 12 20

   (Always buckle your safety belt.)

2. _ __ __ __
   7 15 15 14

7 18 5 5 14;

19 20 15 16 15 14

18 5 4

(Go on green; stop on red.)

3. 3 18 15 19 19 9 14 7

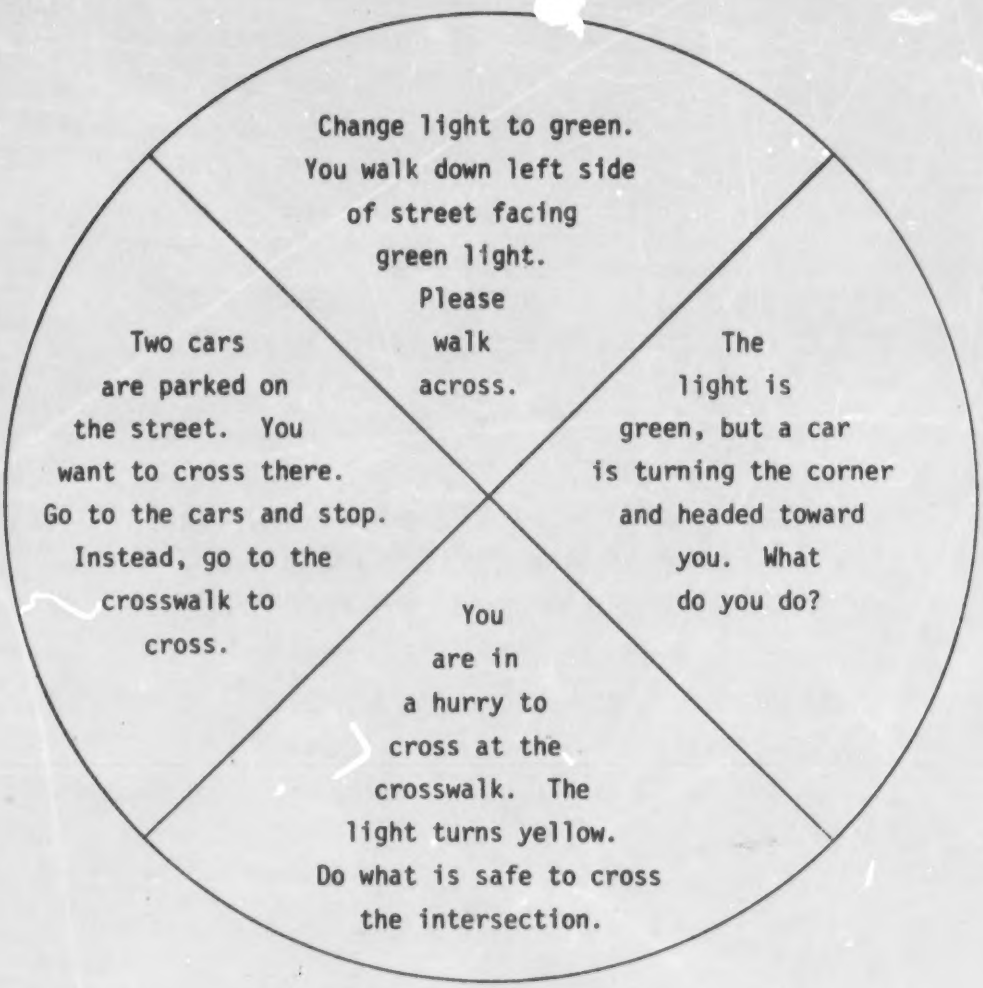
1 20 3 15 18 14 5 18 19

9 19 19 13 1 18 20

(Crossing at corners is smart.)

SPINNER GAME FOR PEDESTRIAN SAFETY CENTER

Directions: Each child will get chances to spin dial and do what is indicated on the disc.


Change light to green. You walk down left side of street facing green light. Please walk across.
The light is green, but a car is turning the corner and headed toward you. What do you do?
You are in a hurry to cross at the crosswalk. The light turns yellow. Do what is safe to cross the intersection.
Two cars are parked on the street. You want to cross there. Go to the cars and stop. Instead, go to the crosswalk to cross.

Suggestion:

Have a group of three children participate:

1. One driver of vehicle.
2. One for reading directions.
3. One pedestrian.

## RIDDLES[10]

1. I have three eyes and only one head.
   My colors are green, yellow, and red.
   What am I? Answer: Stoplight.

2. I am a place for you to wait
   While traffic is moving at a very fast rate.
   What am I? Answer: Curb.

3. This man helps us all the day
   To cross the street in a very safe way.
   Who is he? Answer: Policeman.

4. I am a color you should wear
   So drivers at night will know to beware.
   What am I? Answer: White.

5. If this sound you should hear,
   Always be sure the street is clear.
   What am I? Answer: Siren.

6. I have long white lines for you to see.
   When crossing the street you walk in between me.
   What am I? Answer: Crosswalk.

7. I am the color that you will see
   When it is time to cross the street carefully.
   What am I? Answer: Green.

8. Each school has people to help you and me
   Cross the street so very carefully.
   Who are we? Answer: Safety patrol.

9. I'm the safest place to cross the street.
   Wait here and see no cars I'll meet.
   What am I? Answer: Corner.

10. I am the color that says you don't go.
    Because the traffic is not going slow.
    What am I? Answer: Red.

## RHYMING[10]

1. The green light tells us we go.
   The yellow light tells us to go _____(slow)_____.
2. Stay in your seat on the school bus.
   Be very quiet and cause no _____(fuss)_____.
3. Be careful to stop and look both ways
   So you'll be around for many more _____(days)_____.
4. Be careful when you ride the bus.
   This safety rule is a _____(must)_____.
5. Careful you must always be
   So moving cars you can _____(see)_____.
6. Be careful when you're out to play.
   For out of the street you must always _____(stay)_____.

## VOCABULARY WORDS[10]

Omit the vowels in the safety unit words. After the child has successfully discovered what each word is, he should be able to tell why it is important in this safety unit.

| | | | |
|---|---|---|---|
| c-rs | (cars) | p-l-c-m-n | (policeman) |
| cr-ss-ngs | (crossings) | s-f-ty | (safety) |
| c-rb | (curb) | s-- | (see) |
| dr-v-w-ys | (driveways) | str--t | (street) |
| g- | (go) | w-lk | (walk) |
| gr--n | (green) | tr-ff-c | (traffic) |
| l-ght | (light) | w--t | (wait) |
| l-st-n | (l'sten) | w-lk | (walk) |
| l--k | (loo') | y-ll-w | (yellow) |

## ENRICHMENT ACTIVITY[10]

Find the word that does not fit in the group.

| | | | |
|---|---|---|---|
| bus | do | red | safety |
| ride | think | stop | policeman |
| sing | yellow | get | red |
| | | | |
| bike | patrol | stop | light |
| blue | obey | went | yellow |
| ride | go | look | see |
| | | | |
| listen | big | do | see |
| eat | car | look | careful |
| cars | bike | walk | car |

## UNSCRAMBLE WORDS

Use the sentence clue to unscramble the word at the end of each sentence.

1. The right way to cross the street._____(lawk)
2. Color of a "go" light._____(ergen)
3. Never play in this place._____(tseret)
4. A place to stand to wait for cars to pass._____(rubc)
5. Watch out for these while crossing streets._____(racs)
6. Color of a "stop" light._____(der)
7. Never do this when crossing the street._____(nur)
8. What the green light means._____(og)
9. What the red light means._____(tosp)
10. What you do with your eyes. _____(kolo)
11. What you do with your ears. _____(ahre)

ANSWER SHEET

ENRICHMENT ACTIVITY[10]

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| | | | |
|---|---|---|---|
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| ride | think | stop | policeman |
| sing | yellow | get | red |
| | | | |
| bike | patrol | stop | light |
| blue | obey | went | yellow |
| ride | go | look | see |
| | | | |
| listen | big | do | see |
| eat | car | look | careful |
| cars | bike | walk | car |

UNSCRAMBLE WORDS

Use the sentence clue to unscramble the word at the end of each sentence.

| | | |
|---|---|---|
| 1. | The right way to cross the street._____(lawk) | walk |
| 2. | Color of a "go" light._____(ergen) | green |
| 3. | Never play in this place._____(tseret) | street |
| 4. | A place to stand to wait for cars to pass._____(rubc) | curb |
| 5. | Watch out for these while crossing streets._____(racs) | cars |
| 6. | Color of a "stop" light._____(der) | red |
| 7. | Never do this when crossing the street._____(nur) | run |
| 8. | What the green light means._____(og) | go |
| 9. | What the red light means._____(tosp) | stop |
| 10. | What you do with your eyes. _____(kolo) | look |
| 11. | What you do with your ears. _____(ahre) | hear |

## SAFETY SENTENCES[10]

Make a when it is the right thing to do. Make a when it is not the right thing to do.

1. Run in front of cars._____
2. Run after a ball into the street._____
3. Look at the stoplight._____
4. Ride a bike on the sidewalk._____
5. Get out of a car on the side where the walk is._____
6. Walk when the light is red._____
7. Think when the light is yellow._____
8. Do what the policeman says._____
9. Stay in your seat on the bus._____
10. Do not do what the patrol says._____

## HIDDEN WORDS[10]

Hidden within the following phrases and sentences are safety vocabulary words. These words can be found in the following places: (1) first letter of each word, (2) last letter of each word, and (3) the last letter or letters of a word and the first letter or letters of the next word.

1. Sally ate fudge excitedly. _____
2. Sis, what go pop? _____
3. The dog ordered his dinner. _____
4. Dear Ed, how are you? _____
5. Where are little kites? _____
6. Lewis ordered only kites. _____

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| | | (hidden word answers) |
|---|---|---|
| 1. Sally ate fudge excitedly. | _____ | safe |
| 2. Sis, what go pop? | _____ | stop |
| 3. The dog ordered his dinner. | _____ | go |
| 4. Dear Ed, how are you? | _____ | red |
| 5. Where are little kites? | _____ | walk |
| 6. Lewis ordered only kites. | _____ | look |

Each player fills in as many of the rectangles as he can. For example, the player thinks of the name of an animal that begins with the letter at the top of the row. The first would be the name of an animal beginning with an "S." Next would be an animal beginning with an "a."

When the children have filled in the rectangles, or as many as they can, the players read their answers aloud. Appoint someone to keep the score on the board. If three or more players have the same answer for a rectangle, each scores 1 point. If only two have the same answer, each scores 3 points. If he comes up with a unique answer, a player scores 5 points. The player making the highest score wins.

SAFETY GAME[10]

| | S | A | F | E |
|---|---|---|---|---|
| Animal | | | | |
| | (Skunk) | | | |
| Parts of the body | | | | |
| | | (arm) | | |
| Boy's Names | | | | |
| | | | (Fred) | |
| Girl's Names | | | | |
| | | | | (Ellen) |

## SCRAMBLE SENTENCES 10

1. street Walk across run don't the

2. light us tells green go The to

3. stop the Always at light red

4. at listen, crossings Stop all rail-oad look and

5. and light stop down slow yellow us tells The to

6. before Stop street crossing look and the

7. by accidents bikes don't themselves Cars cause and

8. while seat on Stay in bus your the

9. street across bike the Always your walk

10. or bus one enter Go by leave the you one as

11. follow wise playground Be and rules

12. side Get cars out the street on away of the from

13. street the bus keep When for off waiting the

ANSWER SHEET

SCRAMBLE SENTENCES [10]

1. street Walk across run don't the
   *(Walk, don't run across the street.)*
2. light us tells green go The to
   *(The green light tells us to go.)*
3. stop the Always at light red
   *(Always stop at the red light.)*
4. at listen, crossings Stop all railroad look and
   *(Stop, look and listen at all railroad crossings.)*
5. and light stop down slow yellow us tells The to
   *(The yellow light tells us to slow down and stop.)*
6. before Stop street crossing look and the
   *(Stop and look before crossing the street.)*
7. by accidents bikes don't themselves Cars cause and
   *(Cars and bikes by themselves don't cause accidents.)*
8. while seat on Stay in bus your the
   *(Stay in your seat while on the bus.)*
9. street across bike the Always your walk
   *(Always walk your bike across the street.)*
10. or bus one enter Go by leave the you one as
    *(Go one by one as you enter or leave the bus.)*
11. follow wise playground Be and rules
    *(Be wise and follow playground rules.)*
12. side Get cars out the street on away of the from
    *(Get out of car on the side away from the street.)*
13. street the bus keep When for off waiting the
    *(When waiting for the bus keep off the street.)*

## FINDING RELATIONSHIPS[10]

Mark out the word that does not belong, then give a title to the rest of the words in each group.

| _____ | _____ | _____ |
|---|---|---|
| red | look | sign |
| green | stop | bus |
| yellow | see | bike |
| gray | hear | car |

| _____ | _____ | _____ |
|---|---|---|
| sidewalk | stop | push |
| playground | run | run |
| street | look | walk |
| backyard | listen | shove |

## RESOURCE LIST

### ORGANIZATIONS

Aetna Casualty and Surety Company, Driver Education Services, 151 Farmington Avenue, Hartford, Connecticut 06115.

Allstate Insurance Company, 7770 Frontage Road, Skokie, Illinois 60076.

American Automobile Association, 1712 G Street NW., Washington, D. C. 20006.

American Automobile Association-North Carolina, Carolina Motor Club, Inc., 701-3 South Tryon St., P.O. Box 60, Charlotte, North Carolina 28202.

Bicycle Manufacturer's Association of America, 1101 15th Street NW., Suite 304, Washington, D.C. 20005.

National Bicycle Dealers Association, 29025 Euclid Avenue, Wickliffe, Ohio 44092.

National Education Association, American Association for Health, Physical Education and Recreation, 1201 16th Street NW., Washington, D. C. 20036.

National 4-H Service Committee, Inc., Program Services, 150 North Wacker Drive, Chicago, Illinois 60606.

National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

North Carolina Department of Motor Vehicles, Traffic Safety Education Division, 1100 New Bern Avenue, Raleigh, North Carolina 27611.

North Carolina Department of Public Instruction, Education Building, Raleigh, North Carolina 27611.

North Carolina Department of Transportation, Bicycle Coordinator, P.O. Box 25201, Raleigh, North Carolina 27611 (for bikeways information).

North Carolina State University, Agricultural Extension Service, Department of Agricultural Information, Box 5037, Raleigh North Carolina 27607.

Schwinn Bicycle Company, 1856 Kastner Avenue, Chicago, Illinois 60635.

University of North Carolina at Chapel Hill, Highway Safety Research Center, Craige Trailer Park, Chapel Hill, North Carolina 27514.

The Wheelmen, 6239 Anauista, Flint, Michigan 48507.

## RESOURCE LIST - PEDESTRIAN SAFETY

### FILMS

Be Safe. . .Be Seen. (1968, 16mm, color, 15 min.) Photographed throughout Europe, this film illustrates the hazards of being a pedestrian and the importance of being seen at night through the use of reflective materials. Available from Countryman-Kiang, Inc., 905 Park Ave., Minneapolis, Minn. 55404.

Easy Steps. (1974, 16mm, color, 11 min.) This film places emphasis on communication with drivers and others in the traffic environment and looking out for yourself as a pedestrian. Available from Film Loops, Inc., P. O. Box 2233, Princeton, New Jersey 68504.

I'm No Fool As A Pedestrian. (1971, 16mm, color, 8 min.) Jiminy Cricket illustrates problems of safety which pedestrians face and suggests measures to help them. History of roads and pedestrians, plus safety rules. Available from Walt Disney Educational Materials, Co., 495 Route 17, Paramount, New Jersey 07652.

On Your Way to School. (1971, 16mm, b&w or color, 10 min.) Describes precautions for children on the way to and from school. Available from Sid Davis Production, 1046 South Robertson Blvd., Los Angeles California 90035.

Otto the Auto-Series A. (1957, 16mm, color, 13 1/2 min.) Series consists of three animated films featuring Otto, an ancient talking car, emphasizing "don't cross between parked cars," "why a pedestrian should cross at the corner and why pedestrians should wear white at night."

Otto the Auto-Series B. (1958, 16mm, color, 13 1/2 min.) Three animated films, each 4 1/2 minutes long, featuring Otto in "Otto Asks a Riddle," "Otto Meets a Puppet," and "The Bright Yellow Raincoat," emphasizing specific safety messages.

Otto the Auto-Series C. (1959, 16mm, color, 18 min.) Four animated films featuring Otto in "Squeaky and His Playmates," "Billy's New Tricycle," "Peter the Pigeon," and "Timothy the Turtle," which feature traffic and pedestrian safety.

Otto the Auto-Series D. (1971, 16mm, color, 21 min.) Four animated films, each ranging in length from 4 to 7 1/2 minures, featuring Otto in "A Surprise For Otto," "Otto Goes Ice Skating," "Horseplay," and "The Secret of Pushbuttons," which illustrate pedestrian safety and the traffic environment.

All of the films listed above in the Otto the Auto-Series are available from the American Automobile Association for Traffic Safety, Carolina Motor Club, 701-3 South Tryon Street, P. O. Box 60, Charlotte, North Carolina 28201.

Pedestrian Signs and Signals. (1972, 16mm, color, 11 min.) An open-ended film featuring three scenes taken by hidden camera, to illustrate crosswalk behavior and to introduce the new international traffic signs to stimulate awareness and understanding of children's behavior. Available from AIMS Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California 90028.

Rock and Roll with the Safety Patrol. (1971, color, 15 min.) Rocky and Rollo, two animated characters attempt to "free" school children from control of school safety patrols. Available from American Automobile Association, Carolina Motor Club, 701-3 South Tryon St., P. O. Box 60, Charlotte, North Carolina 28201.

Step Lightly. (1968, 16mm, color, 15 min.) Expresses the importance of pedestrians and cyclists reflectorized material while on the road at night. Available from Countryman-Klang, Inc., 905 Park Ave., Minneapolis, Minn. 55404.

The Talking Car. (1969, 16mm, color, 16 1/2 min.) After a near miss when he ran into the street without looking for cars, Jimmy, in a dream sequence, is questioned by three talking cars about the safety rule, "See and Be Seen." Available from American Automobile Association, Carolina Motor Club, 701-3 South Tryon St., P. O. Box 60, Charlotte, North Carolina 28201.

Traffic Watcher. (1971, 16mm, color, 15 min.) A helicopter pilot for a Washington, D. C. radio station describes the safety rules and good habits to follow in traffic and pedestrian safety. Available from Encyclopedia Britannica Educational Corp., 425 North Michigan Ave., Chicago, Illinois 60611.

Walking Home From School. (1970, 16mm, color, 11 min.) This film places emphasis on safety and observation. Available from AIMS Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California 90028.

FILMSTRIPS

I'm No Fool As A Pedestrian. (1969, color) Jiminy Cricket tells how, when and where to walk in order to avoid accidents. Available from Walt Disney Educational Materials, Co., 495 Route 17, Paramount, New Jersey 07652.

Safe and Sound Along the Way. (1969, 35mm strip, color) Introduces traffic safety for pedestrians, vehicle passengers, and bicycle riders. Available from Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

Safety Is No Accident: Series. (1972, 35mm strip, color) This series consists of four filmstrips (Stop, Look, and Think: Bicycle Rules of the Road; Safety. . .Walk to School; and Safety Rules for School, which feature pedestrian, school, and bicycle safety. Available from AIMS Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California 90028.

Safety on the Way to School. (1968, color) Demonstrates traffic safety for young pedestrians primary to intermediate grades when on their way to school. Available from Curriculum Materials Corporation, 1319 Vine St., Philadelphia, Pennsylvania 19107.

Your Adventures in Traffic Safety: Units 1 and 3. (1971, 35mm strips, color) Describes traffic and pedestrian safety rules to follow as a part of a four unit series which also involve bicycle and passenger safety rules. Available from Professional Arts, Inc., 1752 Parrott Drive, San Mateo, California 94402.

## BOOKS FOR TEACHERS


Braley, William T., Geraldine Konicki, and Catherine Leedy. Daily Sensormotor Training Activities. Freeport, L. I., New York: Educational Activities, Inc., 1968.

Burke, Margaret B. Look, Listen and Learn. New York: Harcourt Brace Jovanovich, Inc., 1971.

Chandler, Bessie E. Early Learning Experiences. Dansville, New York: The Instructor Publications, Inc., 1970.

Cratty, Bryant J. Movement Behavior and Motor Learning. Philadelphia: Lea and Febiger, 1967.

Cratty, Bryant J., and Sister Margaret Mary Martin. Perceptual-Motor Efficiency in Children. Philadelphia: Lea and Febiger, 1969.

Gerhard, Muriel. Effective Teaching Strategies with Behavioral Outcome Approach. West Nyack, New York: Parker Publishing Company, Inc., 1971.

Krumboltz, John D., and Helen B. Krumboltz. Changing Children's Behavior. Englewood Cliffs, New Jersey: Prentice Hall, 1972.

Russell, Elizabeth F., and David H. Russell. Listening Aids Through the Grades. New York: New York Teacher's College Press, 1971.

Thompson, Philip D., Robert O'Brien, and the Editors of Time-Life Books. Weather. New York: Time-Life Books, 1968.

Vernon, M. D. Perception Through Experience. Great Britain T and A Constable, Ltd. Distributed in U.S.A. by Barnes and Nobel, Inc., 1970.

Wickstrom, Ralph L. Fundamental Motor Patterns. Philadelphia: Lea and Febiger, 1970.

## BOOKS FOR STUDENTS


Bright, Robert. I Like Red. Garden City, New York: Doubleday and Co., Inc.

Calhoun, Beatrice, and Mike Kilby. How Do You Go To School? Pendleton, Oregon: Kilby Associates, 1970.

Fribourg, M. G. Patrol Boy. New York: David McKay Company, 750 Third Ave., New York, N. Y. 10017 (advanced for third grade).

Glavach, Matt J., and Donovan Stoner. Puzzles and Patterns. Austin, Texas: Steck-Vaughn Company, 1970.

Glogau, Lillian, and Edmund Krause. Let's See. St. Louis, Missouri: American Optometric Association, 1970.

Hoffman, James. Come Play With Me. Birmingham, Michigan: The Instructional Fair, Inc., 1970.

Meglin, Nick. The ABC's of Safety. Tampa, Florida: Shelley Graphics, Ltd., and Revewal Products, Inc., 1968.

Pineo, Craig. Peter Policeman. New York: Golden Press, 1968.

Zolotov, Charlotte. Mr. Rabbit and the Lovely Present. New York: Harper, 1962.


## BOOKLETS, LEAFLETS, AND MAGAZINES


ABC's of Pedestrian Safety. Greenfield, Massachusetts: Channing L. Bete, Inc., 1969.

Accident Prevention Can Be Learned. Metropolitan Life Insurance Co., 1968.

Guide to School Pedestrian Safety Program. National Congress of Parents and Teachers, 700 N. Rush St., Chicago, Illinois 60611, 1965.

Guide to Traffic Safety-Articles, Pamphlets, and Books. National Safety Council, 425 N. Michigan Ave., Chicago, Illinois, 1969.

My Own Safety Story. American Automobile Association, Carolina Motor Club, 701-3 South Tryon St., P. O. Box 60, Charlotte, North Carolina (K-3 pupil handout).

Pedestrian Safety. Instructor, November 1972.

Safety Town. American Automobile Association, Carolina Motor Club, 701-3 South Tryon St., P. O. Box 60, Charlotte, North Carolina (Lower grades).

School Pedestrian Safety Policies and Warrants. Compiled and printed by the Engineer Department, County of San Diego, San Diego, California, 1969.

School Safety Policies. American Association for Health, Physical Education and Recreation, National Education Association, 1201 16th Street, N.W., Washington, D. C.

10 Otto the Auto Stories. American Automobile Association, 1712 G Street, N.W., Washington, D. C. 20006, 1969-70.

10 Traffic Safety Guides. American Automobile Association, 1712 G Street, N.W., Washington, D. C. 20006, 1969-70.

The Young Pedestrian. American Automobile Association, 1712 G Street, N.W., Washington, D. C. 20006.

Your Child's Safety. Metropolitan Life Insurance Co., 1969.

## GAMES

Perception Plaques (a matching game). Creative Playthings, P. O. Box 1100, Princeton, New Jersey 08540.

Positive and Negative (a perceptual matching game). Manufactured by Otto Maier Verlag, Rauensburg, West Germany, for Creative Playthings, a division of CBS, Inc.

Traffic Sign Bingo. New York: Norbert Specialty Corporation.

Useful Signs to See and Read. C.E.N.C.O. Education Aids, 2600 South Kostner Avenue, Chicago, Illinois 60623.

## TRANSPARENCIES

Safety Signs on Our Street. D. C. A. Educational Products: 4865 Stenton Avenue, Philadelphia, Pennsylvania 19144. (Kindergarten to primary, 7 in a set for $9.95.)

Safety Signs of the Highway. D. C. A. Educational Products: 4865 Stenton Avenue, Philadelphia, Pennsylvania 19144. (Kindergarten to primary, 7 in a set for $9.95.)

## POSTERS

Traffic Safety Posters. Safe walking and bicycle rules are presented in calendar form. Designed for monthly use with traffic safety guides for teachers. Available from American Automobile Association, Carolina Motor Club, 701-3 Tryon Street, P. O. Box 60, Charlotte, North Carolina 28201.

Looks Can't Kill But Failure to Look Can. Size 11 x 17 in., charge #980. Employers Insurance of Wausau, 2000 Westwood Drive, Wausau, Wisconsin 54401.

The Shape of Things to Come. Traffic signs, size 11 x 17 in., charge #980. Employers Insurance of Wausau, 2000 Westwood Drive, Wausau, Wisconsin 54401.

## SONGS AND RECORDS

So Safely in the Morning. American Automobile Association, Carolina Motor Club, 701-3 South Tryon St., P. O. Box 60, Charlotte, North Carolina.

# BICYCLE SAFETY

## Level B

BICYCLE SAFETY UNIT--LEVEL B

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BICYCLE SAFETY--LEVEL B

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## BICYCLE SAFETY--LEVEL B

### INTRODUCTION

Children in this level are beginning to develop independence and daring. According to a National Safety Council survey, the third grade is the big year for the bike. Most youngsters begin driving their bikes in the street and forming driving habits, which will stay with them throughout life. Second and third graders are developing their sense of right and wrong, and you, the teacher, can have enormous influence in helping these children form responsible, safe biking habits.

Consider these facts as you consider these lessons. A thousand bicyclists were killed or injured on North Carolina streets and highways last year. Seventy-three percent of these casualties involved children under the age of 15. The greatest number of bicycle accidents take place in the summer months and on Saturdays, and bicycle accidents are more likely to occur primarily on roads in open country and on noncity streets. However, any bicycle accident which occurs after dark on an unlighted road has a greater probability of being fatal than a daylight accident.

Perhaps the most significant characteristic of a bicycle accident in North Carolina is that the accident is likely to occur where there is some kind of intersection--with an alley, with a driveway, or with another road crossing. The driver of the motor vehicle is rarely considered at fault. In the typical accident, the cyclist is usually a young male between 10 and 14 who suddenly emerges from a driveway or intersection into the path of an oncoming car.

In the booklet, Bicycling for Recreation and Commuting (from the USDOT/US00I), some other noteworthy facts are presented. One out of three bike accidents involved an automobile. One out of four bikes involved in an accident was defective mechanically. Two of every three bike riders killed or injured in auto crashes have violated a law or

safety rule. Some common causes of bike accidents are:

1. Improper turns.
2. Disregarding traffic signs, signals, and markings.
3. Carrying an extra rider.
4. Running into an opened door of a parked car.
5. Failing to yield right-of-way.

The Bicycle Safety Unit is divided into six main sections which deal with important concepts relating to bicycle driving. The children can explore the advantages and limitations of bicycles to gain an understanding of the bicyclist's relationship to the total traffic environment. The bicycle is a vehicle, and the bicyclist must learn and obey the Rules of the Road just as a motorist obeys them. The section on bicycle conflicts with traffic has been developed to stimulate children's thoughts about hazardous situations and to inform them so that they are aware of dangerous bicycle habits and can develop responsible attitudes toward risk taking. The children need to know how to maintain their bicycles and how to select a bike that they are able to control. There are also activities that enable them to develop the motor skills which are necessary for safe driving. After these learning activities, the children will be equipped with the foundations not only for safe, pleasurable experiences on a bicycle but also with some good fundamental attitudes toward safety for any vehicle that they drive during their lifetimes.

## Unit Objectives

1. To develop safe and responsible biking habits in the children by:

   -Informing the children as bicyclists of the Rules of the Road, which they must obey.

   -Enabling the children to assess possible dangers and to act intelligently to avoid or respond to those dangers.

-Enabling the children to maintain their bicycles in safe working order and to develop skill in control of their bicycles.

2. To encourage good driving practices, which will carry over into the the children's lifelong careers as bicycle, auto, and/or motorcycle drivers.

## BICYCLE SAFETY UNIT CHECKLIST FOR TEACHERS

This Bicycle Safety Unit Checklist is provided for you as a guide to help you determine your children's knowledge in this content area.

1. Do the children know advantages and limitations of a bicycle?
2. Do they know and understand why a bicycle is considered a vehicle?
3. Do the children know and understand the laws and the rules of the road concerning bicycles? Local ordinances?
4. Do their bikes fit them?
5. Do they have good riding form?
6. Do the children keep their bicycles in good riding condition?
7. Do they practice safe driving habits?
8. Do they know the limitations of cars and drivers?
9. Do the children know the hand signals a bicyclist must use?
10. Do they know any possible bicycle conflicts with traffic?
11. Can they identify traffic signs and signals?
12. Do the children know the steps a bicyclist must take when riding after dark, at dusk, or in bad weather?
13. Can they identify the parts of a bicycle?
14. Do the children know how to check their bicycles for safety before riding?
15. Do they avoid dangerous behavior?
16. Do they demonstrate skill in the control of their bicycles?
17. Do they have the necessary safety equipment on their bikes?
18. Do the children know how to service their bicycles?
19. Do they know how to cross a street when the traffic is heavy?
20. Do the children practice safe and responsible driving habits?

BICYCLE SAFETY--LEVEL B

CONCEPT I: ADVANTAGES AND LIMITATIONS OF A BICYCLE

OBJECTIVE:

Given a series of learning activities, the children will be able to list and explain the advantages and limitations of the bicycle for developing safe and responsible habits.

CONTENT FOR DISCUSSION:

Bicycles are pollution-free and an economical means of transportation. Learning to ride a bicycle skillfully, responsibly, and safely can help the bicyclist in many ways. It can help you have fun and get to school. Bike riding is healthful. Bikes are more maneuverable than cars and are easier to park. Since bikes are smaller than cars, bikes are less visible and limited because they can carry only one person (unless there is an extra seat) and a limited amount of packages. Cracks in the pavement, debris in the road, and wet or gravelly surfaces can throw a bicyclist off balance. Stability depends on the driver; therefore, he should take extra precautions.

ACTIVITIES:

1. To introduce the lesson, list some advantages and limitations of the bike on the chalkboard and have a general class discussion to familarize the children with them. Ask these questions:
   a. Is a bicycle a vehicle? Why?
   b. How can a bike help you?
   c. Can a bicycle carry passengers? Packages?
   d. How is a bicycle like a car? Not like a car? Why?
   e. Is a bike a means of transportation?
   f. Are bikes more visible than cars?
   g. Should people on bikes wear reflective clothes as pedestrians do?
   h. Should younger and/or smaller children use bicycles to earn money? Transport their friends?

h. What kind of fun can bikes help you to have?

i. What advantage(s) does a bike have compared to a car or bus? Limitation(s)?

2. Word Recognition.[1] Distribute Master for Reproduction #1, Matching Words with Pictures, page 96. Have the children draw a line from the picture to the correct word.

3. How Many Can Ride?[1] Distribute copies of Master for Reproduction #2, page 97, and have the children complete it. Emphasize that no one should ride double or carry passengers on a bike.

4. Show Me. Have the children draw pictures showing advantages and/or limitations of a bicycle.

5. Creative Writing.[1] Have the children tell their personal experiences related to the limitations and advantages of the bike.

   Variation: Using Master for Reproduction #3, Creative Writing, page 98, have the children select any three situations and create a story putting themselves in as one of the characters.

6. Toy or Travel.[6] Have children collect picture examples of toys, sports equipment, and motor vehicles. Paste a picture of a bicycle at the top of a large sheet of colored paper. Do the same on a sheet of a different color. Label one sheet "For Play" and the other "For Travel." Ask the children to place their pictures on the correct sheet. After discussing where each example should be put, paste the pictures on the sheets and display them on the bulletin board or wall.

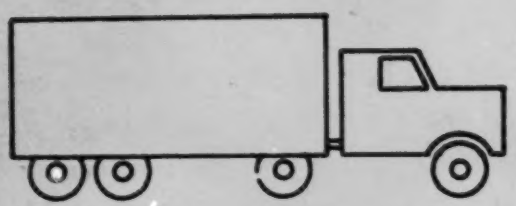
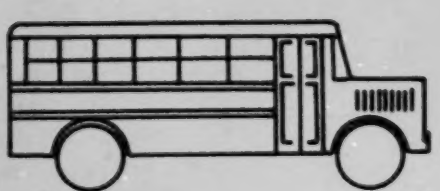
7. P or T.[6] Mark a "P" on the left and a "T" on the right at the top of a blank transparency or on the chalkboard. Ask the children to name some of the things they do on their bicycles. Without telling why, classify the answers as "play" or "transportation" and write them under the appropriate letter. When there are several listings, ask children if they can guess the reason for the two columns.

(Note: the "T" may stand for travel or transportation, depending upon what the children may understand most easily.) Guide children to the understanding that they use their bicycles in two ways: for play and for traveling from one place to another.

8. Riddle Time.[6] Let the children develop a set of riddles for which the answers are either the name of a traffic vehicle or a bike. Have the children ask and answer the riddles. By giving the correct answer, the children should demonstrate their knowledge of vehicle differences, i.e., you can hear it coming from far away though the driver doesn't blow his horn (motor vehicle); it can drive easily around rocks (bicycle); travels many miles in a short time (motor vehicle, etc.).

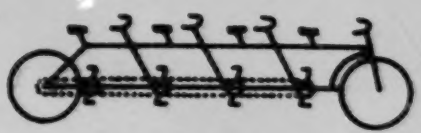
## Matching Words with Pictures

Draw a line from the picture to the word which matches the picture.

| | |
|---|---|
|  | **School Bus** |
| | **Truck** |
| | **Car** |
|  | **Bicycle** |

## How many can ride?

In the box after each drawing, write the number of bicycle drivers that can ride on the bicycle without breaking the law.



## CREATIVE WRITING

Below are nine common reasons for bicycle driving. Select any three and write a make-believe story or tall tale. Include yourself and your experience with your bicycle in the story.

1. Go to school
2. Go to a friend
3. Do errands
4. Play tag
5. Stunt riding
6. Race
7. Play pretend games
8. Drive just for fun
9. Visit places

BICYCLE SAFETY--LEVEL B

CONCEPT II: THE BICYCLE AS A VEHICLE.

OBJECTIVE:

The children will be able to list, demonstrate, and explain rules of the road governing bicycles and their drivers as a traffic vehicle, and develop positive attitudes toward State laws and local ordinances for bicyclists relating to the safe use of bicycles.

CONTENT FOR DISCUSSION:

A bicycle is considered a vehicle in North Carolina when used on a roadway, and a bicyclist must obey all the traffic laws and rules that a motorist must obey. Bicyclists are given the same rights and obligations as drivers of other vehicles, except for those not applicable to the nature of bicycles, when used in a travel area. Bicyclists are also responsible for avoiding injury to themselves and to others. Always use hand signals for turning, slowing down, and stopping. Obey all traffic signs, signals, and markings on a roadway. Yield to pedestrians and ride on the right, going with traffic, because you are a driver like drivers of other vehicles traveling on streets, highways, and roads. Exercise care when turning right on red; remember to practice coming to a complete halt, and turn only if there is no oncoming traffic in the street you wish to enter. Remember a bicycle is a vehicle because it is a machine used for moving people on streets (or sidewalks) governed by local traffic rules.

ACTIVITIES:

See the Pedestrian Safety Unit for complete traffic sign activities.

1. Vehicle Search. Have the children bring to class pictures of different types of vehicles that they can find. Have them identify the vehicles, noting the differences and similarities found in each of them.

2. Teacher-Directed Discussion:
   a. What is a vehicle?

b. Is a bicycle a vehicle? Is a car? Why is a bicycle considered a vehicle?

c. Should you drive a bicycle on a sidewalk?

d. Do bicyclists have to yield to pedestrians?

e. Are there traffic laws (rules) that a bike driver must obey? Why?

f. Do bicyclists have to give hand signals when turning, slowing down, or stopping?

g. Do you know how to drive a bicycle?

h. What are traffic laws?

3. Driver Duties.[1,6] Have the children tell or write at least five things a bicycle driver must know and do that are the same as those a car driver must know and do, i.e., give pedestrians the right-of-way.

4. Bike Survey.[1] Distribute Master for Reproduction #4, "Classroom Bicycle Survey," page 107, to the children and have them complete it. Note: Teacher may use Master for Reproduction #5 for charting tabulations from the survey.

5. Where Do You Drive? Collect pictures of several different areas where children might drive their bicycles. Include streets, sidewalks, driveways, parking lots, and fields. Ask the children to identify each picture and decide whether bicycles driven in them may be used for play or should be used as traffic vehicles. (To help the children relate this to their own experiences, use slides or photographs of real locations in the community.)

6. Local Laws.[7] Ask the children where they might find out what the law in their community says about driving bicycles on sidewalks and bring this information to class for discussion.

   Variation: Ask a person from the Police Department or American Automobile Association (AAA) to come and talk to the class about North Carolina bicycle laws and special safety rules for bicycle

drivers. Note: Ask the policeman to leave his gun, club, etc., at the station, since children tend to be easily distracted by such equipment.

7. Discussion: If bicycles are allowed or required to be driven on sidewalks, ask the children what safety considerations might be necessary. Why would having a bell or horn be important when driving on a sidewalk? (To warn pedestrians being approached from behind.) What would be the advantages or maybe disadvantages of driving a bike on a sidewalk? (Good places for learners to practice or not enough room to play safely.)

8. Sidewalk Situation.[6] Read the following situation to the class and have the children speculate on what might happen to the girl in the story. Conclude the discussion by having the children give their answers to this question: "Do you think it is safe to use bicycles for play on sidewalks?"

   Situation: Jennifer was learning to drive a bicycle. She practiced driving on the sidewalk. One day she drove her bicycle close to the edge of the sidewalk. What happened?

9. Cops and Robbers.[6,7] Read the following situation to the children. Ask them to predict from the story what might happen. Ask them to tell what the bicycle drivers were doing that might cause an accident (playing in the street).

   Situation: Julie and her friends were playing "cops and robbers" on their bicycles in the street. Julie was a "robber," driving fast to get away from the "cops." She did not stop for the stop sign at Larkspur Lane. A motorcycle was traveling on Second Street. It reached the intersection--the place where Larkspur Lane crossed Second Street--just as Julie did. What happened?

10. Vocabulary List: Using the words listed below, have the children learn their definitions. As a class activity, write the words on

the chalkboard leaving the letter(s) that are underlined out of them and have the children put in the correct letter(s) that is missing. Note: Missing letter(s) are vowels.

| | |
|---|---|
| BICYCLE | STREET |
| CURB | TRAFFIC |
| CYCLIST | TURN |
| LAWS | YIELD |
| OBEY | INTERSECTION |
| SIGNAL | DRIVER |
| MOTORISTS | VEHICLE |
| STOP | CAUTION |

11. Rules and Laws.[6] Ask children to name some bicycle safety rules with which they are familiar. From the city traffic department, obtain a copy of the bicycle ordinance if there is one for your community, or a copy of Article XII of the Model Traffic Ordinance developed by the National Committee on Uniform Traffic Laws and Ordinances.

    Leave the ordinance in a spot where the children may feel free to look through it. Prepare a chart headed "These traffic rules are also laws" and list the rules children named that can be found in the ordinance. Write each rule in a different color and outline or mark the corresponding section in the ordinance in the same color. Have children search the ordinance for sections that correspond to the bicycle rules they have named.

12. Vehicles in the Environment.[6] Collect pictures of different kinds of vehicles, including bicycles. Discuss with the children what would happen if all trucks or cars did not have to obey traffic laws, and why bicycle drivers have to obey traffic laws.

13. The Sign Game.[6]

    a. Make several templates of the six sign shapes in this way: Place a piece of carbon paper between the printed original (for Master for Reproduction #6, page 109) and a piece of shirt cardboard

or tag board. Trace the sign outlines on the original so that they are transferred to the cardboard. Cut out the sign shapes with sharp scissors or a razor blade.

b. Give each child six small file cards and a rubber band to keep them together. Children should use the templates to trace one sign shape on each card. (Tracing the templates helps children tactually conceptualize the sign shapes.) To play the game, the shapes should be left as outlines on the cards.

c. Have the children develop a list of clues or riddles about each sign. Examples of riddles:

| | |
|---|---|
| STOP sign: | Eight sides.<br>You must come to a complete stop.<br>Red and White. |
| YIELD sign: | Three sides.<br>Be ready to stop.<br>This sign is being changed from yellow and black to red and white. |
| Warning sign:. | Diamond Shape<br>Danger ahead.<br>This sign may sometimes have only arrows on it. |
| Regulatory sign: | Rectangle shape.<br>White with black letters, numbers, or arrows.<br>This sign tells drivers things that they need to know: the speed limit, for example. |
| Railroad sign: | Round.<br>Two black letters and a big "X" on a yellow background.<br>This sign tells drivers to slow down, look, and listen, and watch for the next sign or signal at the railroad track. |

Railroad crossing: An "X" shape.
Two words in black letters on two strips of white background--the white background strips (with words on them) form an "X."
This sign means train tracks cross the road here.

d. Have children place on the desk or floor in front of them their cards shaped like signs. For younger children, begin with the simple shape-name clues. As each clue is given, children should hold up the correct answer card. Choose one child, from those responding, to give the name of the sign. Play the game several times for short periods.

14. Special Signals.[6] Distribute Master for Reproduction #7, page 110. Have the children color the signal lights and identify each of them, discussing the procedures that drivers should follow for each signal.
   a. What are the advantages of traffic signals?
   b. Are there any places where STOP signs are used that traffic signals might control better? Why?
   c. How do flashing red lights compare to STOP signs? Flashing yellow lights?

15. Signs and Signals are messages that tell the drivers where to go, when to go, and where they are. Ask the children to discuss why it is important for bike drivers to know signs and signals before driving in the streets or highways.

16. Why? Write the following statements on the chalkboard and have the children discuss why they are against the law for bicycle drivers.

-Racing in the streets.
-Following too close in traffic.
-Weaving in and out of traffic.
-Playing games in the street.
-Riding on a four-lane highway where the speed limit is more than 35 miles per hour.

17. Hand Signals. The law says that all vehicles must signal for turns and stops. Discuss with the children signals that bike drivers use when driving their bikes. (Note: The left hand pointed straight out means a left turn; the left hand pointed down means stop; the left hand pointed straight up means a right turn.) Have the children demonstrate these signals; also use Master for Reproduction #8, page 111, to illustrate.

18. Safetymobile.[4,9] Ask the children to name some bicycle safety rules with which they are familiar. Then make cards, one for each of the 12 Rules of the Road, and hang a different card up each day or make a mobile to hang in the class.

    The 12 Rules of the Road are:

    1. Obey all traffic regulations, signs, signals, and markings.
    2. Observe all local ordinances pertaining to bicycle operation.
    3. Keep right, drive with traffic, not against it. Drive in single file.
    4. Watch out for drain grates, soft shoulders, and other road surface hazards.
    5. Watch out for car door openings or for cars pulling into traffic.
    6. Don't carry passengers or packages that interfere with your vision or control.
    7. Never hitch a ride onto a truck or other vehicle.
    8. Be extremely careful at all intersections, particularly when making a left turn.
    9. Use hand signals to indicate turning or stopping.
    10. Protect yourself at night with required reflectors and lights.
    11. Drive a safe bike. Have it inspected to insure good mechanical condition.
    12. Drive your bike defensively; watch out for the other guy.

19. Rules and Laws Worksheets.[6] Make copies of Masters for Reproduction #9 and #10, page 112-114. Have the children complete these worksheets about rules and laws.

20. More Worksheets.[6] Distribute Masters for Reproduction #11 and #12, pages 115-117. Have the children fill in the answers on these worksheets and discuss them after they have completed them.

# Classroom Bicycle Survey

DIRECTIONS: Put a check mark in front of the correct answer.

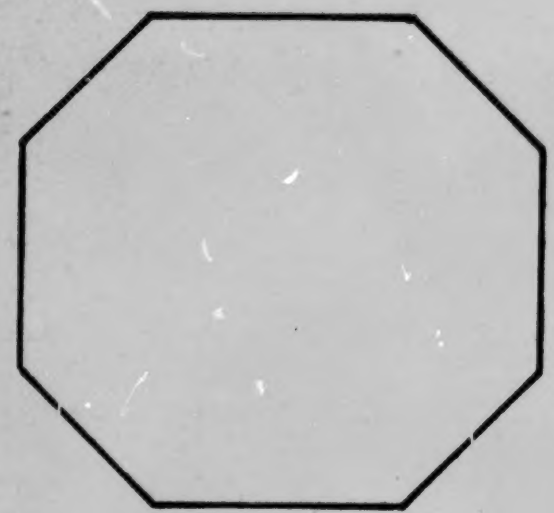
1. Do you own a bicycle? ___Yes ___No
2. What kind? ___High rise, ___Middle weight, ___Light weight
3. Do you know where your bicycle was made? ___America, ___Japan, ___England, ___Other
4. Draw your bicycle:

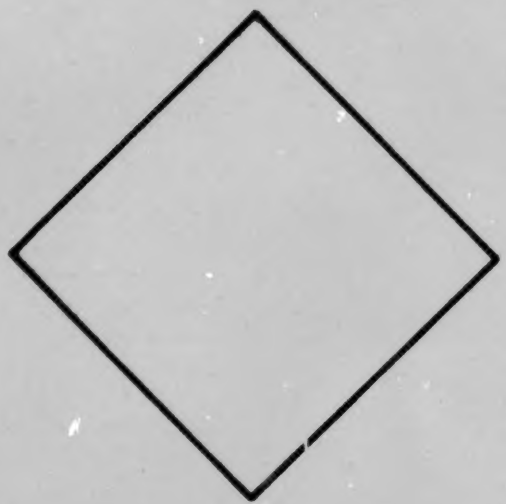
5. How did you get your bicycle? ___Gift, ___Bought with savings, ___Older brother or sister
6. Where did you get your bicycle? ___Department store, ___Bicycle shop, ___Second hand
7. Who decided what bike was right for you? ___Parents, ___Yourself, ___Didn't think about this.
8. How often do you ride your bicycle? ___Everyday, ___Weekends, ___Only after school
9. Where do you ride your bicycle most often? ___Street, ___Park, ___Yard, ___Lane or driveway, ___Playground
10. Did you have a tricycle before getting a bicycle? ___Yes, ___No
11. Where is it now? ___Younger brother or sister, ___Gave it away, ___Stored it, ___Sold it
12. Who repairs or adjusts your bicycle? ___Father, ___Mother, ___Older brother or sister, ___A friend, ___Bicycle repairman

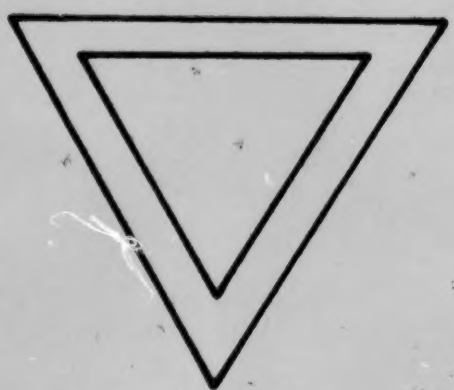
NAME _____ ___Boy ___Girl

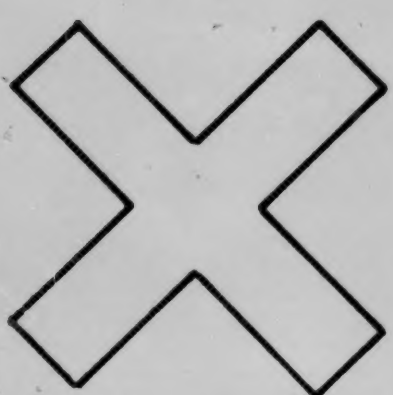
# Bicycle Survey Tabulation Chart

| QUESTIONS | RESPONSES | BOYS | GIRLS | TOTAL |
|---|---|---|---|---|
| 1. Do you own a bicycle? | Yes | | | |
| | No | | | |
| 2. What kind? | High rise | | | |
| | Middle weight | | | |
| | Light weight | | | |
| | Racer | | | |
| 3. Do you know where your bicycle was made? | America | | | |
| | Japan | | | |
| | England | | | |
| | Other | | | |
| 5. How did you get your bicycle? | Gift | | | |
| | Bought with savings | | | |
| | Older bro. or sis. | | | |
| 6. Where did you get your bicycle? | Department store | | | |
| | Bicycle shop | | | |
| | Second hand | | | |
| 7. Who decided what bike was right for you? | Parents | | | |
| | Yourself | | | |
| | Didn't think ab. | | | |
| 8. How often do you ride your bicycle? | Everyday | | | |
| | Weekends | | | |
| | After school | | | |
| 9. Where do you ride your bicycle most often? | Street | | | |
| | Park | | | |
| | Yard | | | |
| | Lane, Driveway | | | |
| | Playground | | | |
| 10. Did you have a tricycle before getting a bicycle? | Yes | | | |
| | No | | | |
| 11. Where is it now? | Bro. or sis. | | | |
| | Gave it away | | | |
| | Stored it | | | |
| | Sold it | | | |
| 12. Who repairs or adjusts your bicycle? | Father | | | |
| | Mother | | | |
| | Bro. or sis. | | | |
| | A friend | | | |
| | Bike repairman | | | |

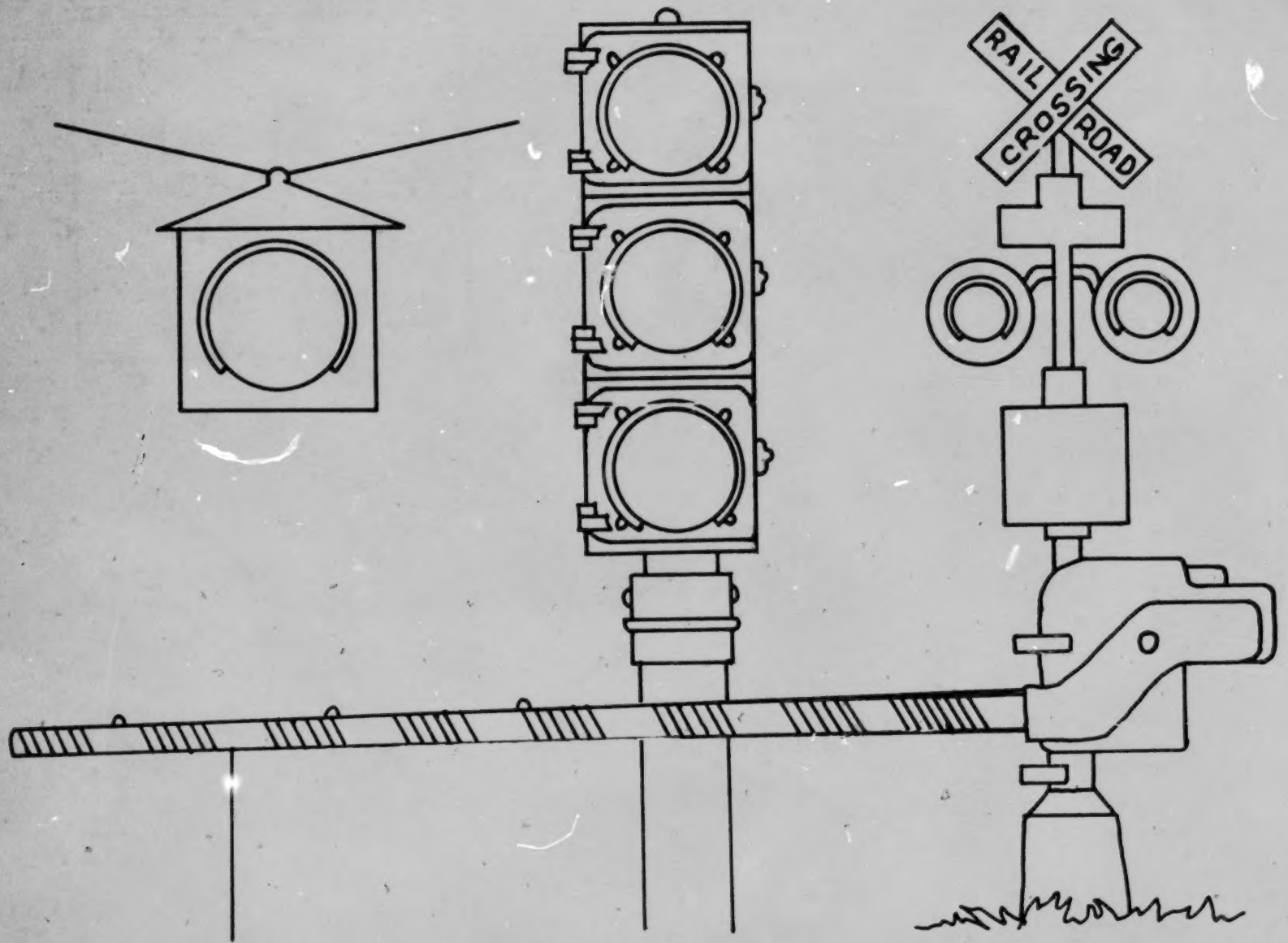


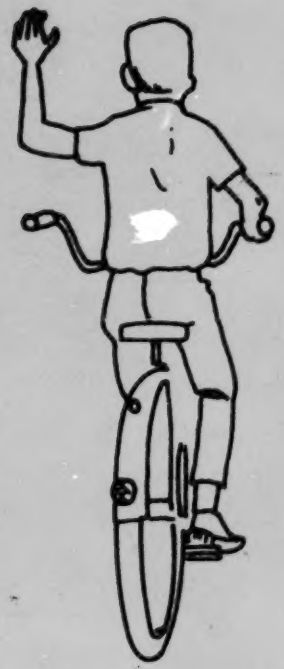






## Traffic Signals





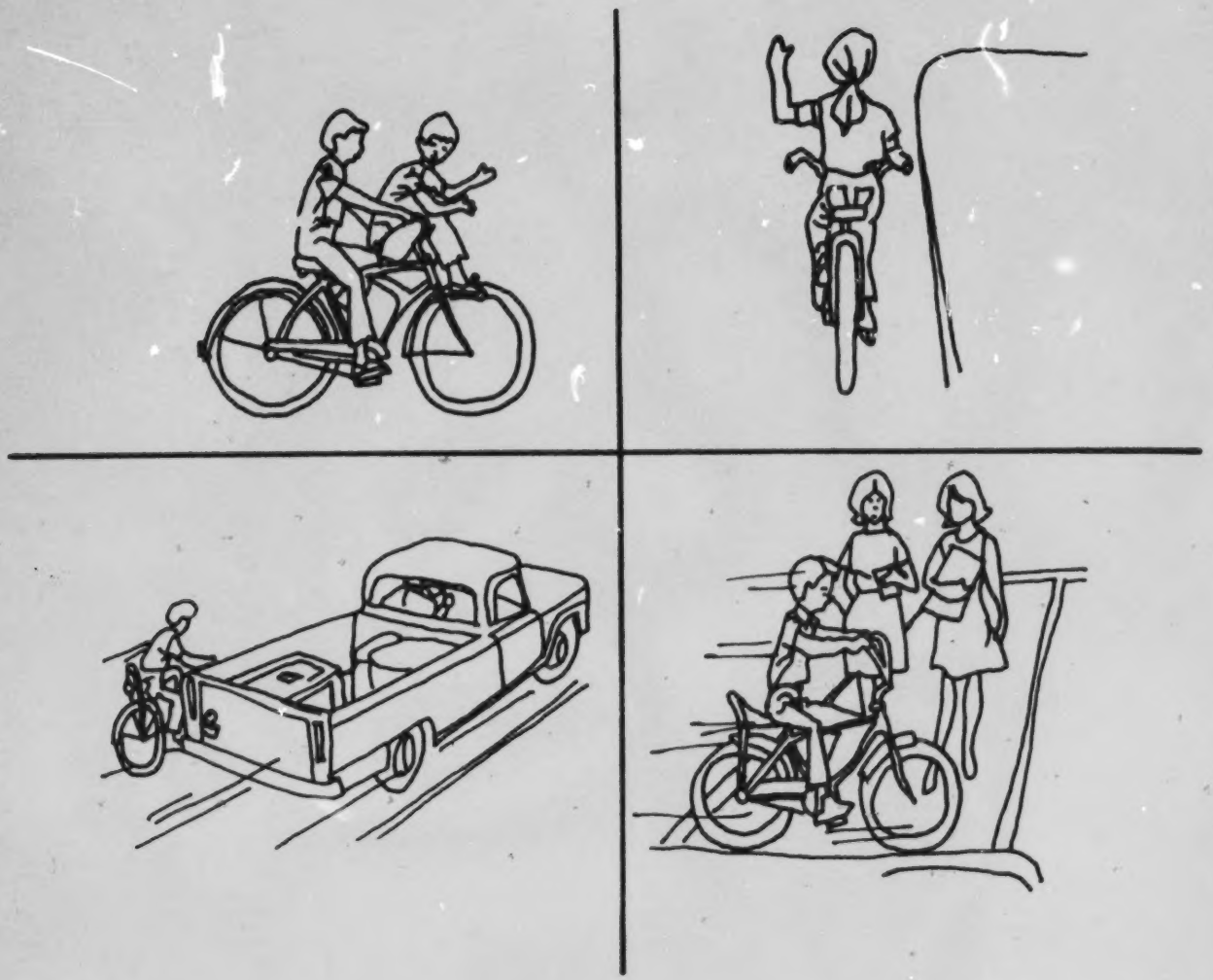
right turn

slowing
or stopping

left turn

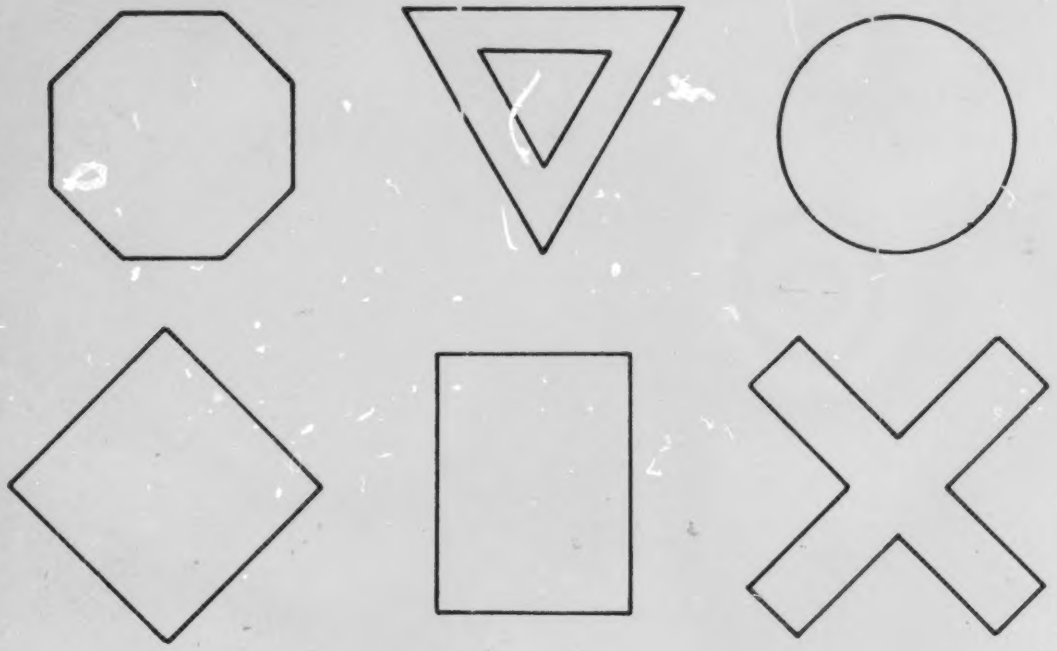
## Rules and Laws

Which bicycle driver is following traffic rules. Draw O around the picture.



# Rules and Laws

1. Bicycle drivers must obey traffic signs. Fill in the traffic sign shapes below with the right words or symbols. Color the signs correctly.



2. Bicycle drivers must obey signals.

   A. A green light means_____. (go, stop, wait)

   B. A light that has been green for a long time is called_____. (old, stale, used)

   C. This kind of green light (above) is ready to turn_____. (red, yellow)

   D. A yellow light means_____. (go, stop, wait)

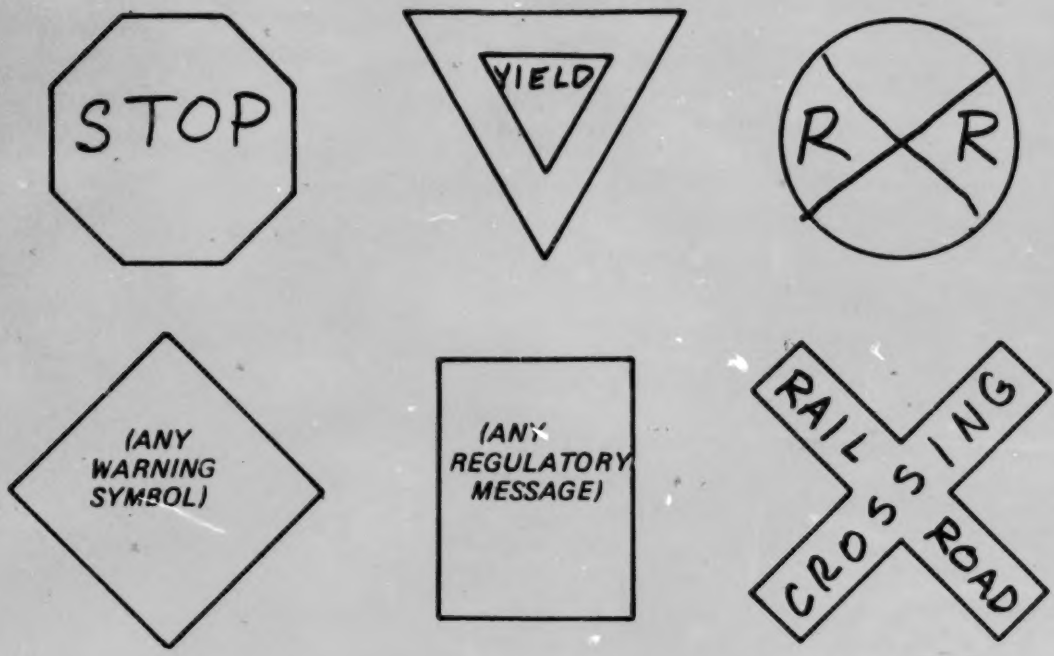
   E. A red light means_____. (go, stop, wait)

   F. A flashing red light means_____. (go, stop, wait)

   G. A flashing yellow light means_____. (go, stop, caution)

ANSWER SHEET

1. Bicycle drivers must obey traffic signs. Fill in the traffic sign shapes below with the right words or symbols. Color the signs correctly.




2. Bicycle drivers must obey signals.

   A. A green light means *(go)*. (go, stop, wait)

   B. A light that has been green for a long time is called *(stale)*. (old, stale, used)

   C. This kind of green light (above) is ready to turn *(yellow)*. (red, yellow)

   D. A yellow light means *(wait)*. (go, stop, wait)

   E. A red light means *(stop)*. (go, stop, wait)

   F. A flashing red light means *(stop)*. (go, stop, wait)

   G. A flashing yellow light means *(caution)*. (go, stop, caution)

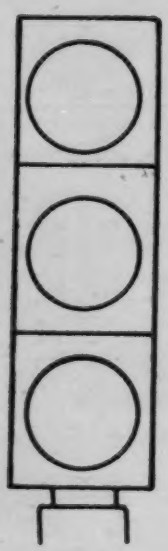
3. Bicycle drivers must obey traffic signs. Draw the shapes around the words below to make them look like traffic signs. Color the signs.

STOP

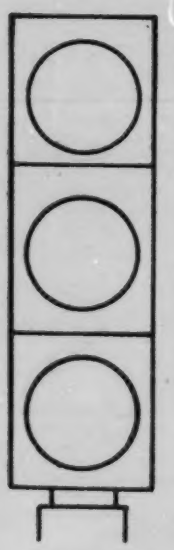
YIELD

ONE WAY

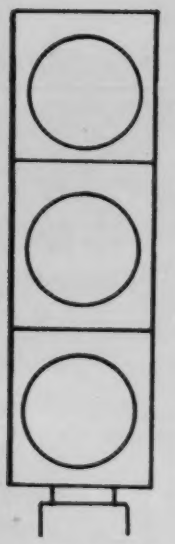
4. Bicycle drivers must obey traffic lights. Color the lights below correctly.



GO

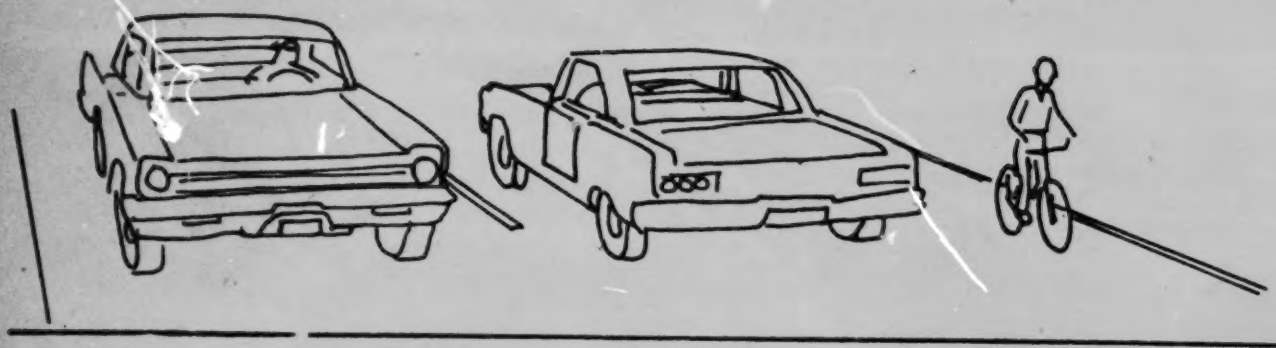


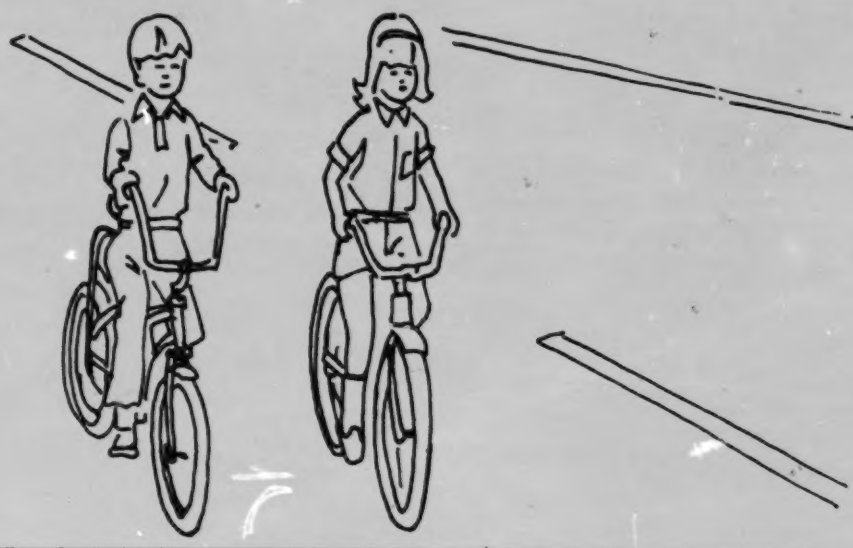
WAIT



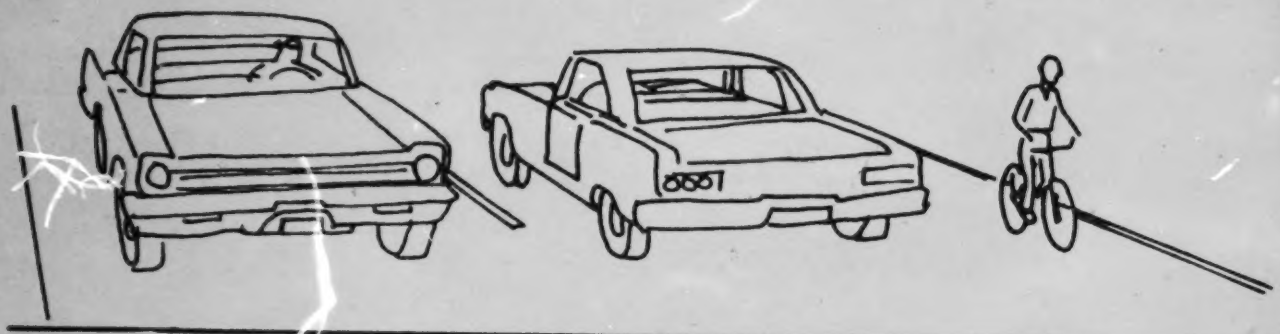
STOP

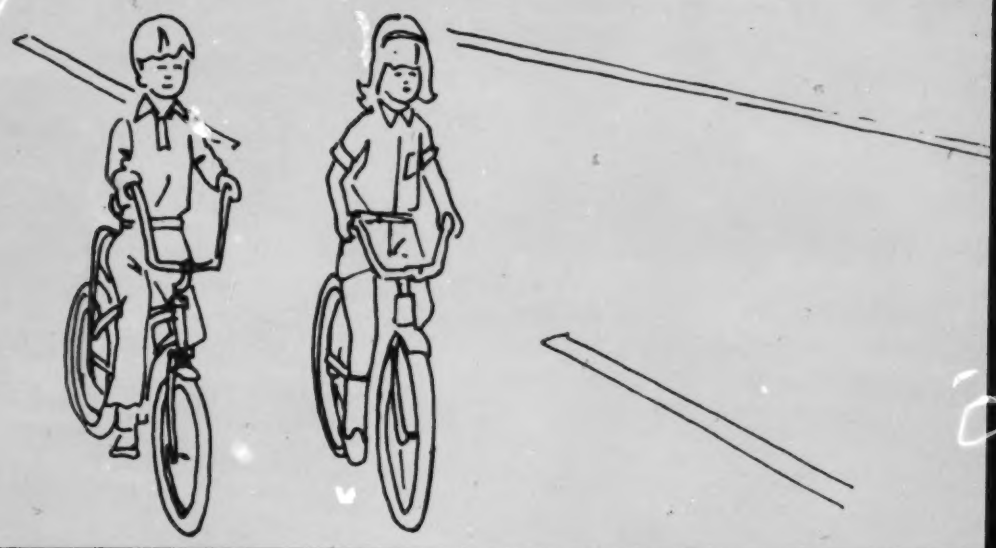
Which bicycle driver is following traffic rules? Put O on the picture.

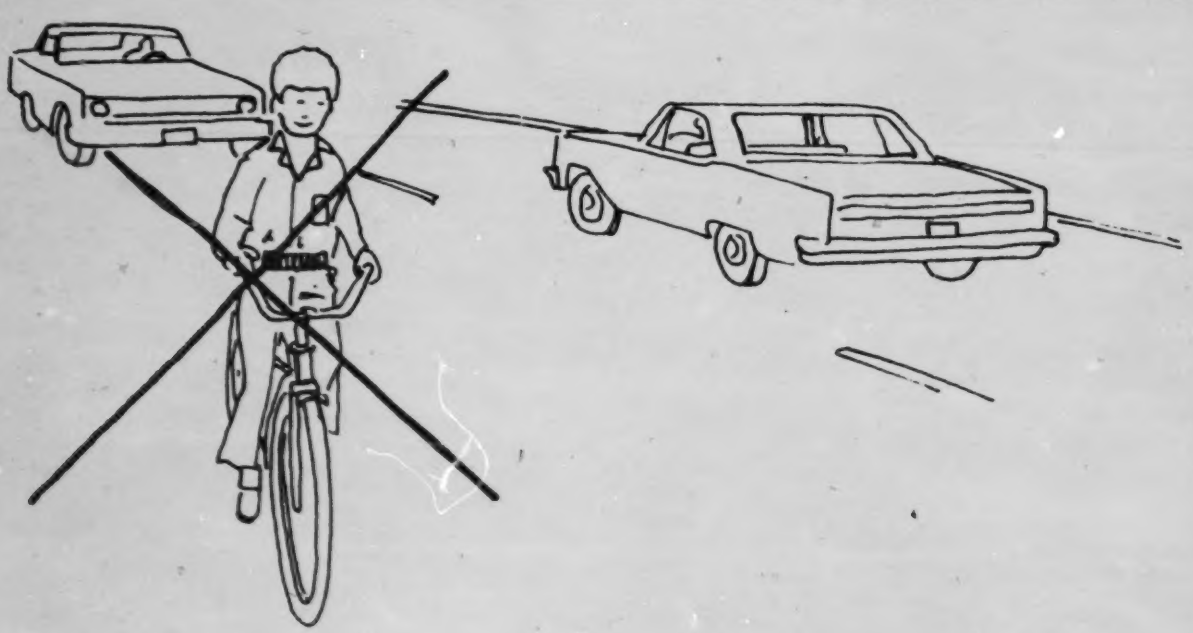




Which bicycle driver is following traffic rules? Put O on the picture.







BICYCLE SAFETY--LEVEL B

CONCEPT III: BICYCLE CONFLICTS WITH TRAFFIC.

OBJECTIVE:

Through various learning activities, the children will be able to explain and identify how to avoid and/or handle hazards related to bicycle conflicts with traffic and develop an awareness of the dangers involved.

CONTENT FOR DISCUSSION:

When driving a bicycle, a bicyclist must take extra precautions to avoid possible conflicts with traffic.

1. Extra precautions should be taken when you are entering the street; at busy intersections you should walk the bike across (bicyclist becomes a pedestrian and obeys pedestrian rules).
2. Always drive defensively, because cars sometimes go out of control and drivers do not always obey rules.
3. Drive in a straight line; cutting in and out of traffic is dangerous. Ride in single file in traffic--never more than double--and, if possible, use less traveled roads.
4. Keep both hands on the handlebars except when signaling and do not play in the street or hitch rides onto other vehicles.
5. Be sure that you have the proper safety equipment (light, reflector, bell or horn, and good brakes).
6. In bad weather, riding after dark and/or at dusk, a bicyclist must, by North Carolina law, be visible 90 meters (300 feet) to the front and 60 meters (200 feet) to the rear; have a light and a reflector on his bicycle; and wear white, bright, or reflective clothing.
7. Carry packages in a basket, if possible, but do not carry a package that is so big that it interferes with the control of the bike.
8. Carry passengers only if you have an extra seat, because people perched on handlebars, etc., can cause you to lose control.
9. Since a bicycle is considered a vehicle and you are the driver, always yield to pedestrians, just like a car and other traffic vehicles.
10. Wear the proper clothing. Belled pants legs can get caught in chain. Roll up the pants or clip them tight. Shoes should fit tightly; sandals slip on pedals and barefeet are easily scraped.

ACTIVITIES:

1. Teacher-Directed Discussion: How is a bicycle like other traffic vehicles? Unlike other traffic vehicles? Do they obey the same rules? Why? Show audio filmstrip "Your Adventures in Traffic," Part II.

2. Safety Rhyme.[2] Write the following story on the chalkboard for the children to copy as a language lesson with rhyming words for bicycle safety:

   There once was a little boy,
   Who thought a bicycle was only a _____. (toy)
   He raised his handlebars very high;
   He lost control and started to _____. (fly, cry, sigh)
   He then took the handlebars and made them very low;
   "Now for the others, I've got something to _____. (show)
   His hands and head were facing the ground,
   And another accident he soon _____. (found)
   In the middle he placed the handlebars.
   Now he is safe; he can see all the _____. (cars)

3. Bike Hazards.[6] Make copies of Master for Reproduction #13, page 124, and distribute them to the children. Have them identify the bicycle driving hazards.

4. A Bicycle Outing.[1] Have the children make replicas of bicycles from modeling clay. Then have them make toothpick replicas of themselves and stick them into the clay to make themselves bicyclists. Cover a table top with paper and have the children color items such as streets, sidewalks, parks, houses, lakes, etc., on the paper. Have the class members tell the others where they are going on their bikes and why, and give a possible route. At this time, they may discuss certain intersections they cross and what procedures they follow when they cross them.

5. Safety Scramble.[1] Write the following scrambled sentences on the chalkboard. Have the children unscramble them, emphasizing that

when the sentences are unscrambled, they will form sentences related to bicycle safety.

a. Close ride the your curb bicycle to.
   Answer: Ride your bicycle close to the curb.

b. Bicycle rider a only one on.
   Answer: Only one rider on a bicycle.

c. Riding when are bicycle signal a you.
   Answer: Signal when you are riding a bicycle.

Note: Teacher can make additional scrambled sentences.

6. Map It Out. Ask the children to trace a bicycle route on a map from their house to the school. Sketch your own map of the area or obtain a prepared map from your local Chamber of Commerce. Have the children point out hazards or conflicts of the bicycle in traffic that they pass on the way to school.

7. Accident Analysis.[6] A bicycle can be involved in two types of accidents: a fall when the driver loses control of his bicycle and falls off, or a collision when the bike strikes or is struck by something. Ask the children to think about two ways a bicycle might be involved in the second kind of accident. Use two small objects (crayons, for example) to perform a demonstration of the ideas.

8. Accident Pro.[6] Invite a professional driver or a traffic policeman to talk to the children about accident reports and how they can help drivers learn to prevent future accidents. Note: Ask the policeman to leave his gun, club, etc., at the station, since children tend to be distracted by such equipment. Ask the resource person(s) to bring copies of real accident report forms for the children to examine.

9. Safety Equipment.[6] Ask the children to tell why having safety equipment (lights, horn or bell, reflectors, etc.) on a bicycle is an example of thinking ahead or being a safe driver. What other things does a bike driver do that shows he is preparing for the unexpected (slowing to check traffic at an intersection, even if the driver has

the right-of-way; using hand signals although there does not appear to be any traffic; driving on the right and in single file at all times? Are the clothes you wear safety equipment?

10. All Ears.[6] Use a tape recorder to capture some of the sounds children might encounter in bicycle driving--car horn; bicycle bell, starting, stopping and driving sounds for cars, trucks, and buses; children playing; a dog barking; thunder, wind, rain, etc.. Let children try to identify the sounds. Put the sound in a specific context. For example, for the sound of a car motor running, you might ask, "What if you were driving along and heard this sound behind you? What would it tell you? What would you do?"

11. Night Light. To demonstrate the limitations of seeing and being seen at night by cars and drivers, use this activity:

On individual squares of black construction paper, paste triangles of white, yellow, and darker colors. Darken the room and flash a flashlight on each square in turn. Ask the children to compare the effects. Line up the squares and flash the light quickly on all of them. Ask the children which seemed brightest, which they could "see" longest? Try this same demonstration including a sample of reflective material (reflective tape is available at most paint and hardware stores, as well as at many department stores).

12. Color In Time.[6] Demonstrate the difficulty of seeing and being seen at night with these activities:

On a large piece of black construction paper, paste 5cm x 5cm (2" x 2") squares of white, yellow, dark red, dark green, dark blue, dark purple and black construction paper. Hold this up for children to see for about 3 seconds, then remove it from their sight. Ask the children to list or tell you what colors they saw. Most will have seen white and yellow and, probably, red. The darker colors will have a much lower score. Possibly no one will see the black square.

13. Sunup/Sundown. Have the children find sunset times in the newspaper. Designate a paper clock face as the "Sunset Clock" and let

different children have the responsibility of setting it correctly each day (or each week, if the children have difficulty with the small changes in daily time). Compare sunset times at different times of the year. Emphasize that even if bicycle drivers do not expect to be out after dark, they should be prepared for night driving in case they are delayed unexpectedly.

14. Reflection. Ask the children to bring in and experiment with different objects and markings that serve as reflectors.

Where are the bicycle driving hazards in these pictures?
Circle each danger that you see.

## BICYCLE SAFETY--LEVEL B

CONCEPT IV: IDENTIFYING THE PARTS OF A BICYCLE AND THEIR MAINTENANCE.

OBJECTIVE:

After a series of learning activities, the children will be able to list and identify the parts of a bicycle and state how to keep the parts in good working condition.

CONTENT FOR DISCUSSION:

Some equipment on a bicycle is required, and some optional equipment is for decorative purposes. A good bicycle driver takes care of his machine and equipment. In order to do this, he must know and understand the different parts of a bicycle.

The parts of a bicycle that are required include a brake that is always in good working condition, a headlamp with a white light on the front, and a reflector (or red light) on the rear of a bike if you ride at night or any other time when it is hard to see. Other equipment or parts of a bicycle include the saddle; handlebars, tires, and tire valves; the spokes, wheel bearings, pedals, and pedal bearings; the sprocket wheels and sprocket bearings; the chain, brake bearings, and lantern bracket; and the front fork and fork bearing.

All of these parts are important, and you should take good care of them and your bicycle. The handlebars and saddle should be tight, secure, and of the proper height. Tires should be inflated to correct air pressure and should be examined for worn areas and leaks. (Proper air pressure is usually written on the sidewalls.) The fork bearings, wheel bearings, pedal bearings, sprocket bearings, chain, and brake bearings should be properly lubricated. Chains should have a slack of about 2 centimeters (1/2" to 3/4") and the links should not be worn. The brakes should work smoothly and evenly, and the pedals, grips, and spokes should be in good working condition. Always remember that you should take care of your bicycle and its parts to make it last longer and look better, too.

ACTIVITIES:

1. Label the Bike.[6] Using Master for Reproduction #14, Parts of the Bicycle, page 129, discuss with the children the different parts of a bicycle. Ask the children to describe the purpose of each part. Focus primarily on the importance of lights, warning devices, and reflectors. (Masters for Reproduction #15 and #16, pages 130-131, are an unlabelled bicycle and an overlay of the names of the parts.)
   a. Lights. Remind the children that they should have some kind of white headlight on their bikes even if they do not plan to drive at night or in the early morning. There might be occasions when they would have to drive in darkness, in fog, or in bad weather.
   b. Warning Devices. Every bicycle should have on it a bell or a horn to warn people that a bicycle is approaching. The bell or horn should be checked often for loudness and ease of use.
   c. Reflectors. Drivers should have a red reflector on the rear of their bicycles. Many newer bicycles also have amber reflectors on the pedals and on the spokes of the wheels. Drivers may also add reflective tape to the handlebars. Reflectors should be cleaned often.

2. Which Part?[6] Using Master for Reproduction #15, page 130, have the children fill in the parts of the bicycle. Also ask the children to fill in any extra parts or equipment they would like to have on their bicycles. Discuss with them whether or not the additions will help make their bicycles safer.

3. Riddle Bee.[6] Write the name of bicycle parts on slips of paper and have the children draw the slips out of a box or hat without looking. Each child must then make up a riddle about this part and tell it to the rest of the class, which tries to guess the answer. If the group is large, children may work in two's or three's to invent riddles, i.e., "I should be straight and very thin; I have many brothers and sisters." (Answer: A spoke.)

4. "Let's Build a Bicycle"[6] is a good way to begin this activity. Masters for Reproduction #17-21, pages 132-136, depict parts of a bicycle. When all five transparencies are laid one on top of the other, they form a complete bicycle. To build a bicycle, add a transparency as the set of parts is discussed.

   Variation: This may also be used in discussing proper care and maintenance of bicycle parts.

5. What Am I?[2] After the children know the names of the various parts of a bicycle, have them play a game similar to "Twenty Questions." One child thinks of a name of a bicycle part. The class then asks him a maximum of 10 questions that can be answered "yes" or "no." If after the 10 questions are asked and no one has guessed the correct answer, the child who thought of the part tells what it is and how it is used. He then chooses someone to have the next turn. But if a child guesses the right answer, that child has the next turn.

6. Like That Bike.[1] Have the children write a story around the theme, "I Like My Bike." In this story, they can tell of different ways that they take care of their bikes. They could also name different accessories.

7. Caretaker. Invite a resource person (i.e., bicycle dealer) to come in and discuss proper care and maintenance of a bicycle. Emphasis should be placed on the importance of maintenance and identification of bicycle parts.

8. Bike In a Flash.[6] Prepare a set of bicycle flash cards. On each card draw or trace an outline of a bicycle with one part missing. On the other side of the card draw the missing part and print its name along with a line or two about how it should be safety-checked. Have the children identify the missing part as you flash the cards to them.

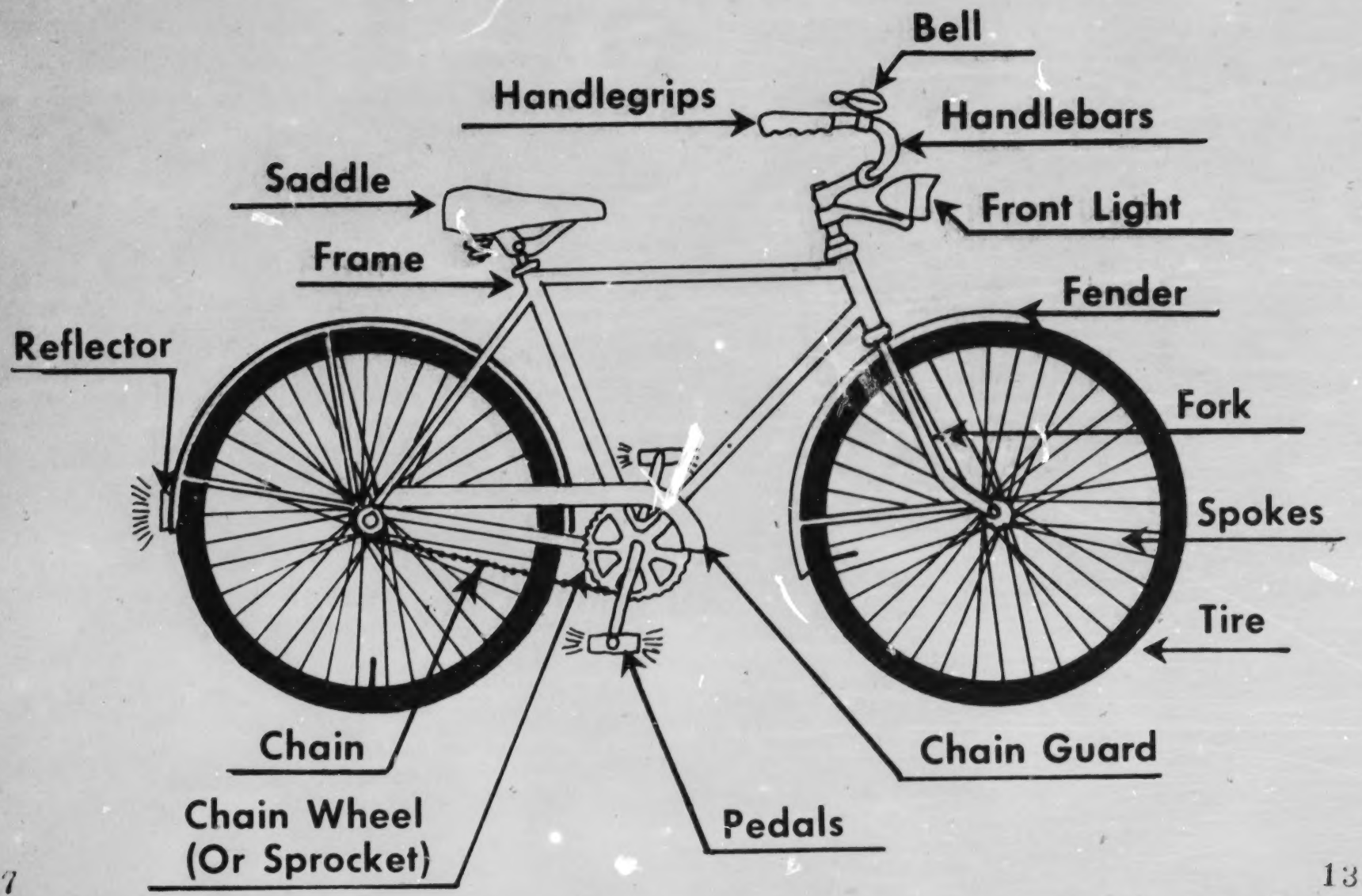
9. Situation Ethics.[6] Read the following situations to the children or write them on the chalkboard. Ask the children to tell what

could happen in each situation and how it could have been avoided.

a. Alan was driving his bicycle very fast. Suddenly the handlebars slipped backward.
   1) What happened to Alan?
   2) What should he always remember to do before riding?
   3) Should he have been riding fast?

b. As Jimmy was driving his bicycle on a downtown street, a truck suddenly pulled out of a parking place and into the bicycle's path. Jimmy tried to put on brakes, but they would not work.
   1) What happened to Jimmy?
   2) What should he remember to do before riding?

## Parts of the Bicycle



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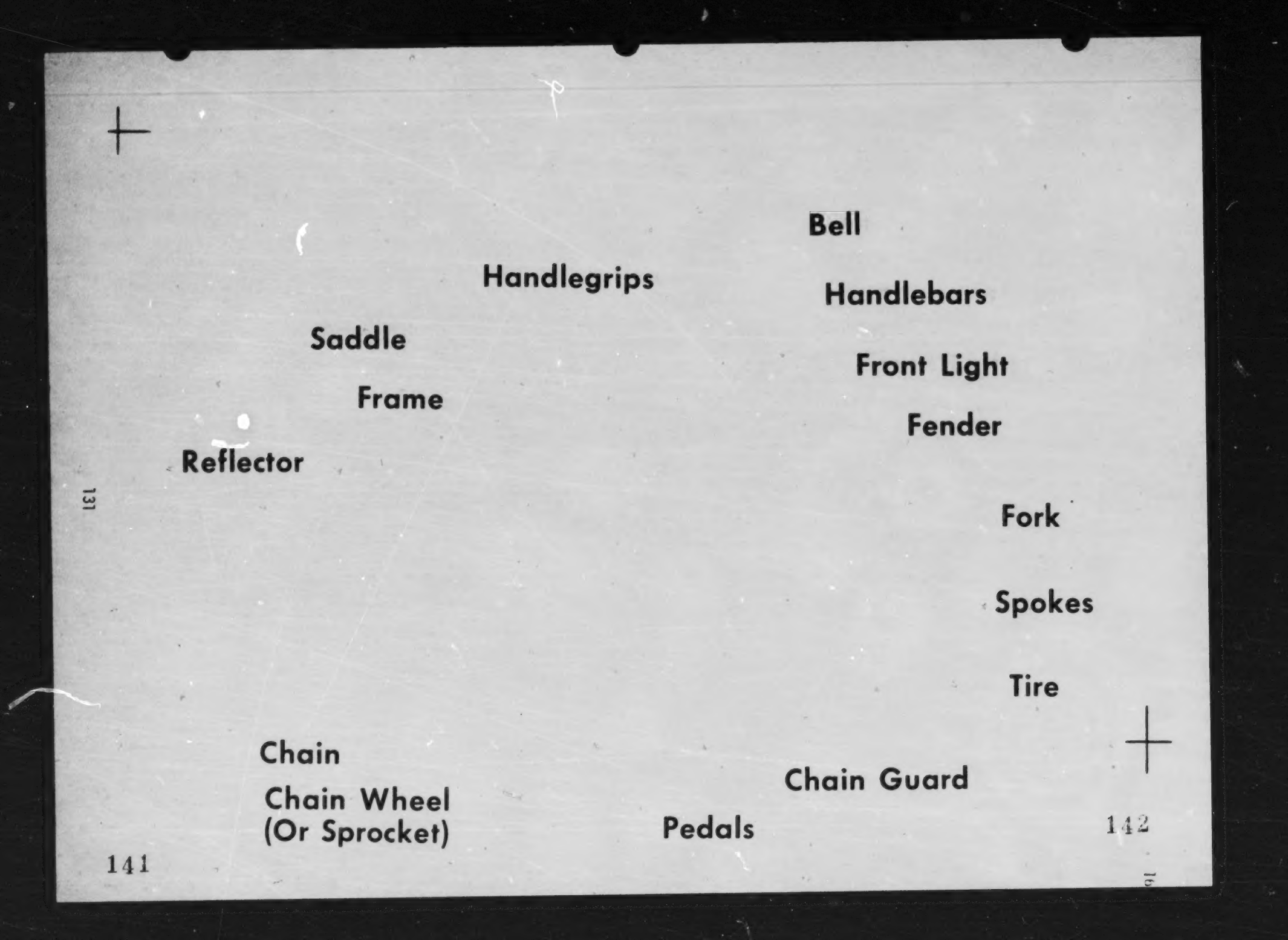
Bell
Handlegrips
Handlebars
Saddle
Front Light
Frame
Fender
Reflector
Fork
Spokes
Tire
Chain
Chain Guard
Chain Wheel
(Or Sprocket)
Pedals

131

141

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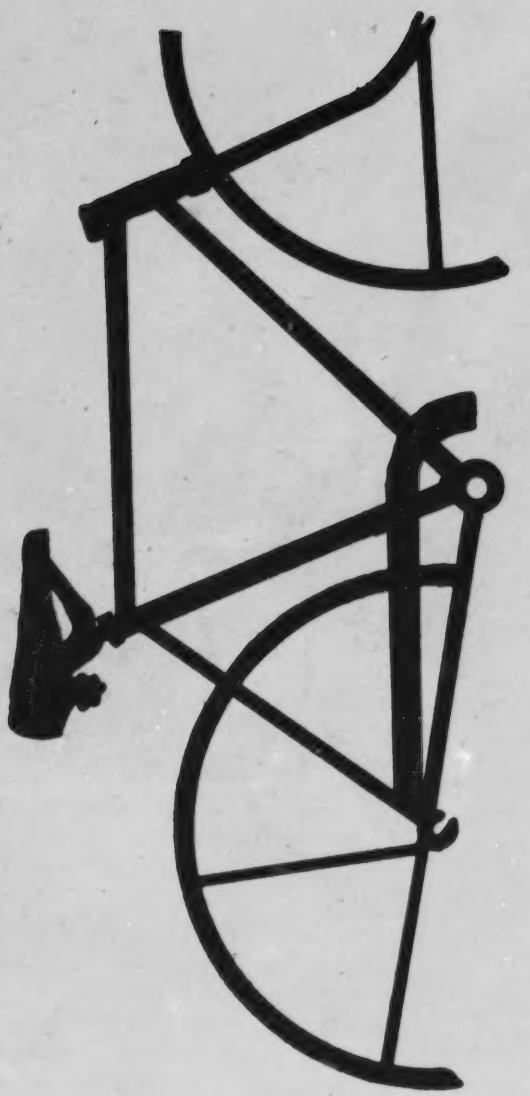

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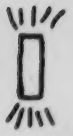
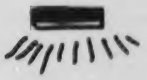




BICYCLE SAFETY--LEVEL B

CONCEPT V: DRIVING A BICYCLE THAT FITS WITH SKILL AND CONTROL

OBJECTIVE:

Given a series of learning activities, the children will be able to describe and/or explain how to pick the proper size bicycle; how to stand, lock, and store a bicycle; how to check a bicycle for safety before riding; and demonstrate skill in control while driving a bicycle.

CONTENT FOR DISCUSSION:

When seated on a bicycle, the bicycle driver's leg should be almost straight when the ball of the foot is on the pedal that is in its lowest position (bottom of downstroke). The driver should be able to sit squarely and firmly on the saddle, while leaning slightly forward, and to grasp the handlebars easily. Both hands should be on the handlebars except when signaling. The elbows and knees should be in and the legs parallel to the frame of the bike. Feet should reach the pedals without blocks. Do not wobble shoulders. When turning, stop pedaling until three quarters through the turn. Wear shoes and clothes that cannot get caught in the chain. When a driver straddles the bike, his feet should be flat on the ground.

When pedaling, claw on the downstroke, lift on the upstroke. Thrust at the top of the upstroke, giving most thrust on the downstroke while pulling up on the handlebars. Pedal evenly with both feet, braking when necessary to control speed and balance, while keeping eyes on what is ahead of you.

Always stand a bike upright and lock it with a combination lock when you park it to prevent theft. Hang a bike off the ground to store it for long periods of time.

Practice safe bicycle habits before riding a bike. A bicyclist

must maintain his bike just like a car owner. There are important safety checks which parents and children should make regularly. Remember, a bike that looks good and works right depends on the cyclists' common sense and sense of responsibility when he is driving his bicycle.

ACTIVITIES:

1. Discussion Questions. To emphasize that it is important to select a properly fitting bicycle, discuss the following questions with the children:

   -What is special about your own clothes?
   -What is special about your very own bike?
   -In what ways should your bike fit you? (Seat should be parallel to the ground and comfortable to sit on; the driver should be able to put one foot on the lowest pedal comfortably while seated with the leg bent slightly; and, when the driver is seated, his hands should fall naturally on the handlebars.)
   -Did your parents help you buy your bike?
   -Did you try it for fit? Have you adjusted it for fit since you got it?

2. Stylish Bikes.[6] Ask one child to describe his bicycle to the class. Ask if anyone has a bike that is different from the one described and have one of the children who responds describe his bicycle. Using Master for Reproduction #22, page 143, discuss the three basic bicycle styles and have the children identify the ways they look different.

3. My Bicycle. Have the children draw and color a picture of their bike or the bike they would like to have if they do not have one. Include information on the sheet with the drawing such as the name of the style, its color, and a sentence or two about what the child does when he drives his bike. For a related math activity, have the children find out the measurements of their bikes for wheel size, distance from seat to ground, and/or length of the bicycle.

4. Safety Check.[6] Make copies of Master for Reproduction #23, page 144. Discuss the safety list with the children. Have them take this home to their parents to be checked for their individual bicycles.

5. The Fitting Bike.[6] Make copies of Master for Reproduction #24, page 145. Ask the children to tell what might happen to the boy in the picture as he rides the bike.

6. Parental Guide.[1] Distribute Master for Reproduction #25, "Parental Guide for Purchasing A Bicycle," page 146. Discuss the questions with the children. Ask them how they think their parents would answer each question. Ask the children to describe what is meant by "responsibility in traffic" in question 1. Have the children take the guide home and discuss the questions with their parents.

7. Elements of Size.[6] Make copies of Master for Reproduction #26, page 147. Discuss with the children the elements that they think are important when choosing a bicycle of proper size (bicycle fit).

8. How Do You Drive? Have the children tell you how they would teach another child how to ride a bike. Ask them to tell you what the child would hav know to be able to drive. Have them write their responses.

9. Bike Worksheet.[6] Make copies of Master for Reproduction #27, page 148, and distribute them to the children. Have the children complete the worksheet activities and have a class discussion on each question.

10. Skill Rating.[6] An example of a skill-rating sheet is shown below. Each child should have his own sheet. The children should be directed toward self-improvement in bicycle driving skills and encouraged to work on improving driving skills during the interim so that their progress may be recorded at different intervals. This is a skills test, especially for the children in the third grade.

| SKILL | PERFORMANCE | | | PERFORMANCE | | |
|---|---|---|---|---|---|---|
| | Good | Fair | Needs Work | Good | Fair | Needs Work |
| Getting on | | | | | | |
| Starting up | | | | | | |
| Balancing | | | | | | |
| Position | | | | | | |
| Pedaling | | | | | | |
| Steering Straight | | | | | | |
| Steering to turn | | | | | | |
| Braking to slow | | | | | | |
| Braking to stop | | | | | | |
| Getting off | | | | | | |

11. Big Balance.[6] To help the children understand the concept of balance, mark a straight line with chalk or tape on the classroom floor. Let the children take turns walking on the line. (A balance beam might also be used.) Mark two or more lines, divide the class into teams, and have a relay. Each team member must walk the line and return to touch the next player. If a player steps off the line, one point is scored. The team completing the relay first has two points substracted from its score. The team with the lowest score wins.

12. Skills Rodeo. Ask an interest group in the community (police department, service club, scouts) to help you plan a rodeo to test driving skill such as:
    a. Complete control in stopping, starting, and turning.
    b. The ability to drive a straight line (or designated pattern) without swerving.

    Note: Please ask policemen to leave guns, clubs, etc., at the station.

13. Hitching Up.[6] Make copies of Master for Reproduction #28, "Hitching a Ride," page 150, and distribute them to the children. Discuss whether the cyclist pictured is driving his bicycle. Help the children understand that when a cyclist cannot control his vehicle as a driver does, he cannot control his safety either. Talk about what might happen to the bicyclist pictured if the truck stopped suddenly or made a turn.

14. Getting on the Safe Way.[6] Discuss starting-up procedures with the class and distribute Master for Reproduction #29, page 151. Have the children talk about what they see in the picture. (Note: These procedures can be written on the chalkboard for children to copy.)
    a. Driver should always get on his bike from the side that is farthest from the traffic or other activity area.
    b. Push off with the foot on the ground,
    c. Press down with the foot on the pedal,
    d. Lift himself up and back onto the seat, and
    e. Check by looking and listening in all directions to be sure it is safe to go.

15. Getting off the Safe Way.[6] Distribute Master for Reproduction #30, page 152. Discuss dismounting procedures with the children and write the procedures on the chalkboard.
    a. Put on brakes,
    b. When bike is almost stopped, pull himself up, off the seat, and lean a little forward,
    c. Keep one foot on the low pedal,
    d. Put the other down and in front of the up pedal ready to touch the ground as the bike comes to a complete stop, and
    e. A driver should get off his bicycle on the side farthest away from traffic or any activity area.

16. Pedal Pushers.[6] Use Master for Reproduction #31, page 153, to discuss proper foot position. Have the children identify pedals by answering this riddle:

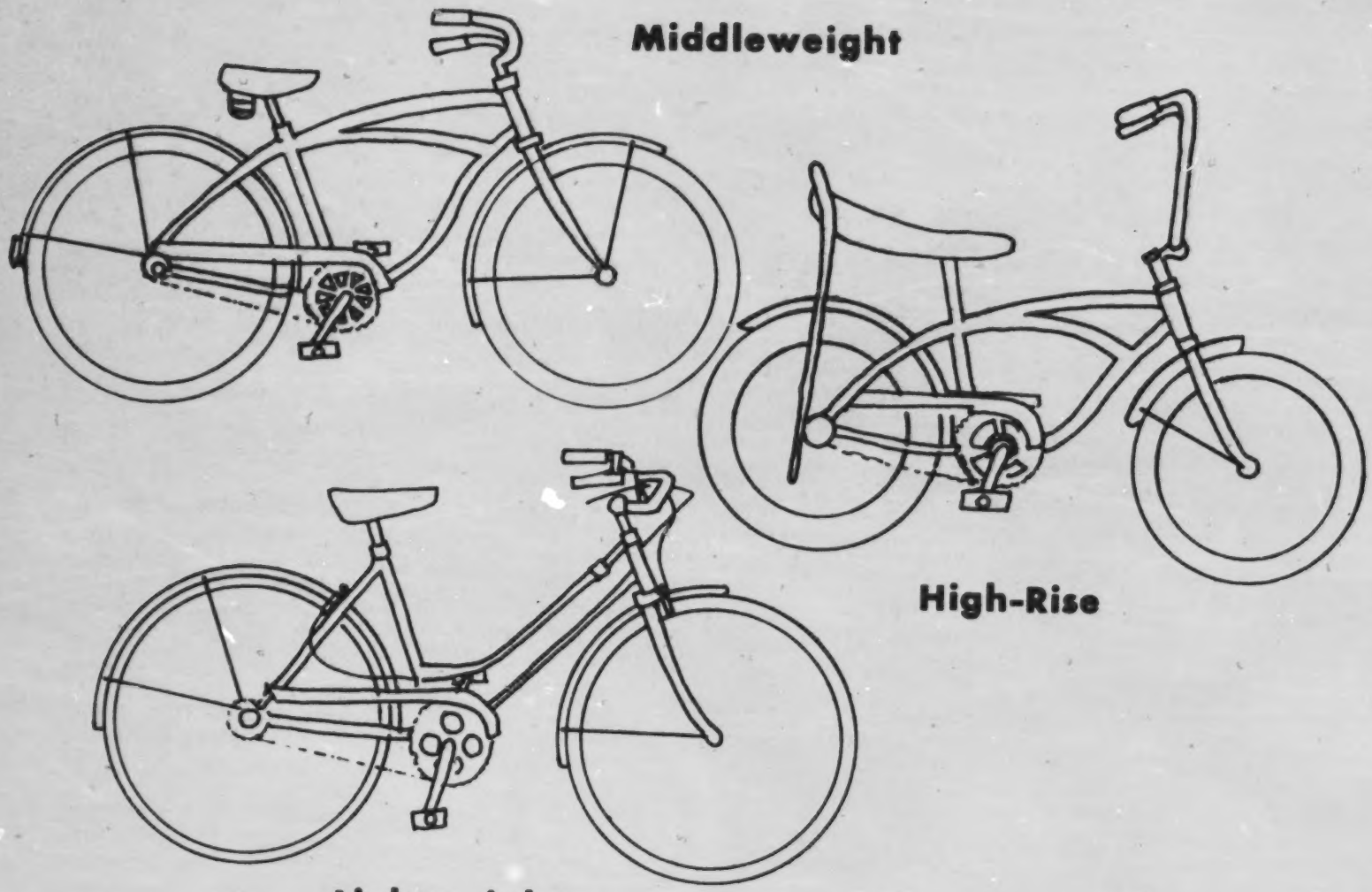
"Round and round, up and down,
I make your bicycle go all over town."

Discuss proper foot position on the pedal.

17. Creative Writing. Have the children write a story of how they learned to ride a bike.

18. Safety Scramble.[1] Have the children unscramble these words after you have written them on the chalkboard:

| | |
|---|---|
| ecibcly | bicycle |
| qentmepiu | equipment |
| nahd rbkae | hand brake |
| kkitsadnc | kickstand |
| rromir | mirror |
| fseayt | safety |
| heiclev | vehicle |
| elwhe | wheel |


Middleweight
High-Rise
Lightweight

# Safety Check Your Bike

1. _____ WHEELS
   Are they straight?
   Do they wobble?

2. _____ SPOKES
   Are any bent or broken?
   Are any loose?

3. _____ TIRES
   Do they feel firm?
   Are they wearing out?
   Is the tread clean?

4. _____ PEDALS
   Are they wearing out?

5. _____ CHAIN WHEEL(OR SPROCKET)
   Is it bent or damages?

6. _____ CHAIN
   Is it snug?
   Are there any broken or damaged links?

7. _____ BRAKES(COASTER OR HAND)
   Do they stop bike fast and smoothly?

8. _____ FRAME, FENDER, FORK
   Are they straight?
   Do they rub any other part of the bike?
   Are the nuts and bolts tight?

9. _____ CHAIN GUARD
   Is it bent?

10. _____ SEAT(OR SADDLE)
    Is it tight?
    Is the height comfortable for you?
    Is it level with the ground?

11. _____ HANDLEBARS
    Are they tight?
    Is the height comfortable fot you?
    Are the handgrips tight?

12. _____ BELL OR HORN
    Does it sound loud and clear?

13. _____ FRONT LIGHT
    Can it be seen from 90m(300') away?

14. _____ REFLECTORS
    Are they clean?
    Can they be seen from 60m(200')?

**The Fitting Bike?**

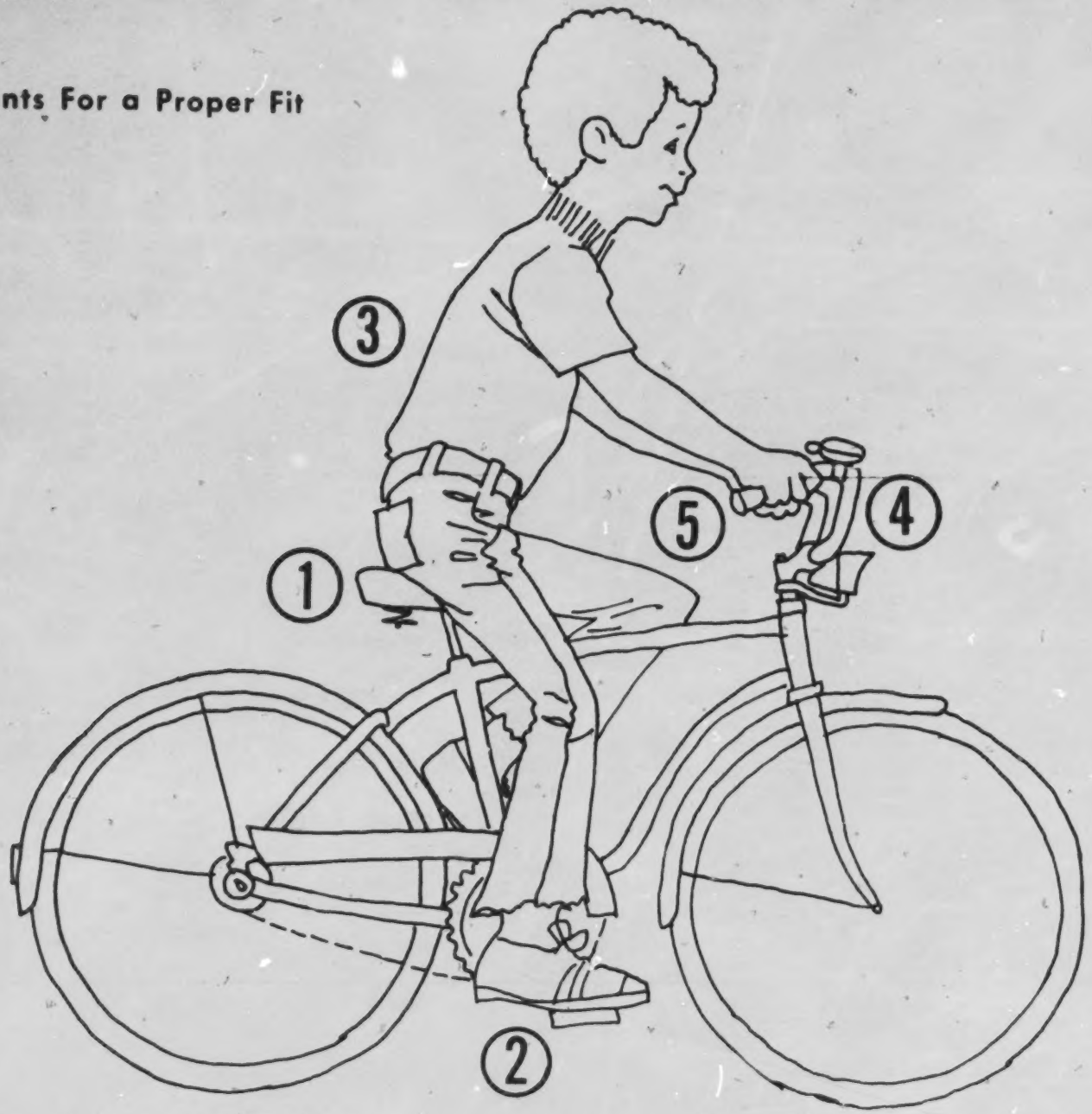
## PARENTAL GUIDE FOR PURCHASING A BICYCLE

1. Is my child old enough to understand his responsibility in traffic?
2. Will he keep a bike in good shape?
3. Will he practice a safe bicycle driver's code?
4. Will I see that my child gets proper instruction in bicycle safety before he is permitted to drive in traffic?
5. Do we live in a safe area not heavily congested with traffic?
6. Are there safe places to ride a bike near home?
7. Does the bicycle fit the child? (Leg, thigh, and heel of the foot on the low pedal should form a straight line.)
8. Is the saddle parallel to the ground?
9. Are the handlebar grips at right angles to the handlebar stem?
10. Does it have coaster brakes? (Child at this age may not be able to work hand brakes; make sure your child has the necessary hand strength.)

Note: Some bicycles can be adjusted somewhat to the child.

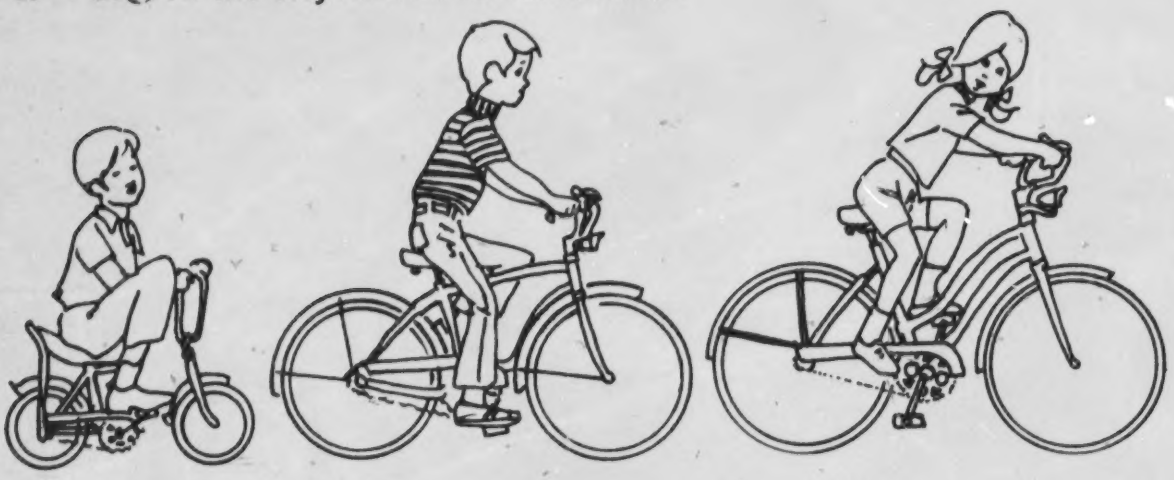
Additional resource material can be obtained from: American Automobile Association, 1712 G Street, N. W., Washington, D. C. 20006.

## Elements For a Proper Fit



# Bike Worksheet

1. Put C on the bicycle that fits the driver.



2. Bicycle driving skills:

(The teacher may wish to work with children to complete this activity.)

| | | |
|---|---|---|
| get on | sit the right way | slow down |
| start up | pedal | stop |
| balance | steer | get off |

Fill in the blank spaces with the right words.

A. You must _ _ _ _ _ _ _ to stay up on your bicycle.
B. You must _ _ _ _ _ your bicycle to turn or go straight.
C. You must _ _ _ _ _ your bicycle before you can drive.
D. When you _ _ _ _ _ _ _, look all around to be sure it is safe to go.
E. You must _ _ _ _ _ to make your bicycle move.
F. You must _ _ _ _ _ _ _ _ if you drive too fast.
G. You must _ _ _ _ when you see a red light.
H. You must _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ if you do not want to get tired when you drive.
I. You must _ _ _ _ _ _ your bicycle when you are finished driving.

ANSWER SHEET

# Bike Worksheet

1. Put O on the bicycle that fits the driver.

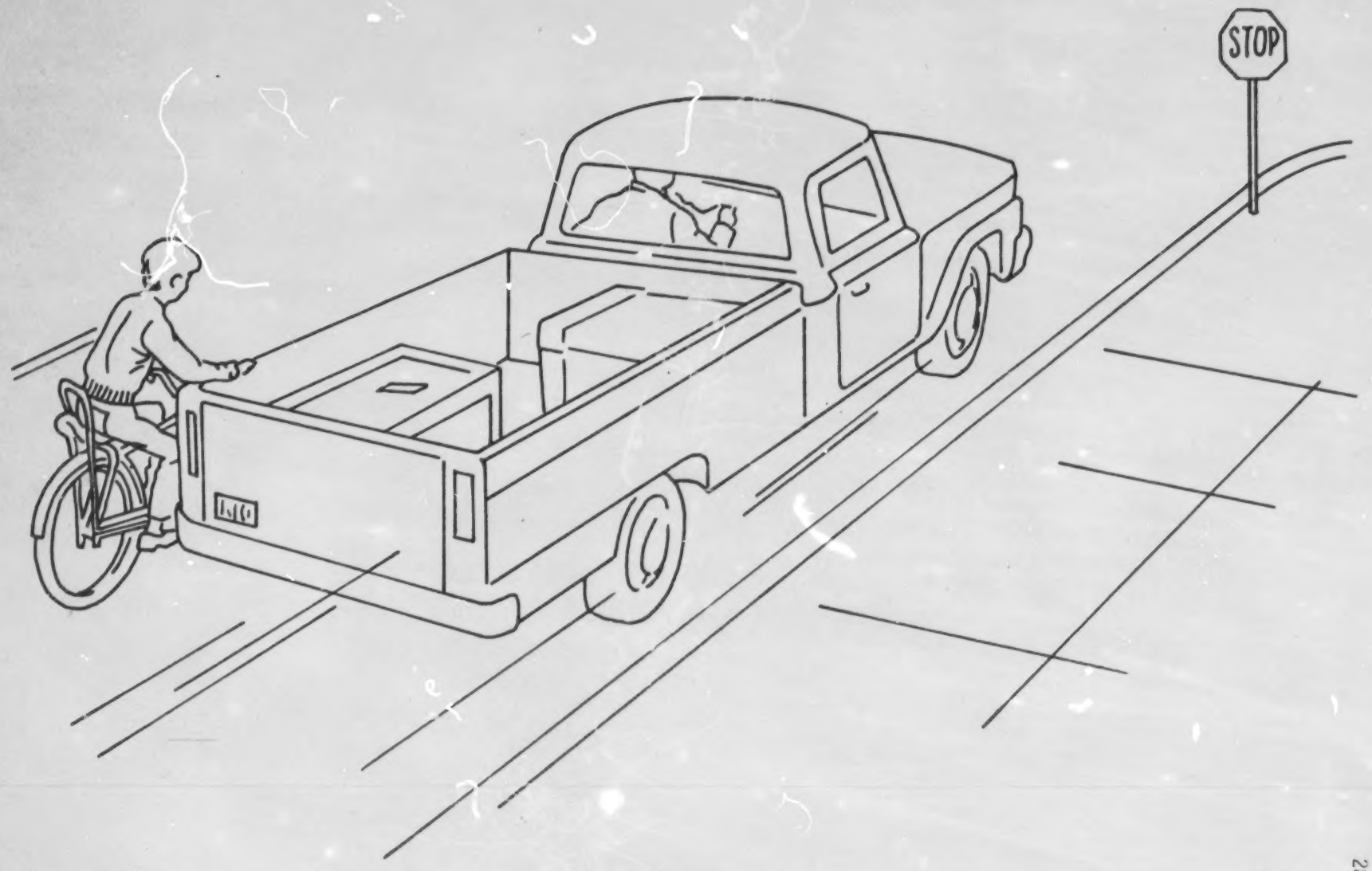
2. Bicycle driving skills:

(The teacher may wish to work with children to complete this activity.)

| | | |
|---|---|---|
| get on | sit the right way | slow down |
| start up | pedal | stop |
| balance | steer | get off |

Fill in the blank spaces with the right words.

A. You must *balance* to stay up on your bicycle.
B. You must *steer* your bicycle to turn or go straight.
C. You must *get on* your bicycle before you can drive.
D. When you *start up* , look all around to be sure it is safe to go.
E. You must *pedal* to make your bicycle move.
F. You must *slow down* if you drive too fast.
G. You must *stop* when you see a red light.
H. You must *sit the right way* if you do not want to get tired when you drive.
I. You must *get off* your bicycle when you are finished driving.

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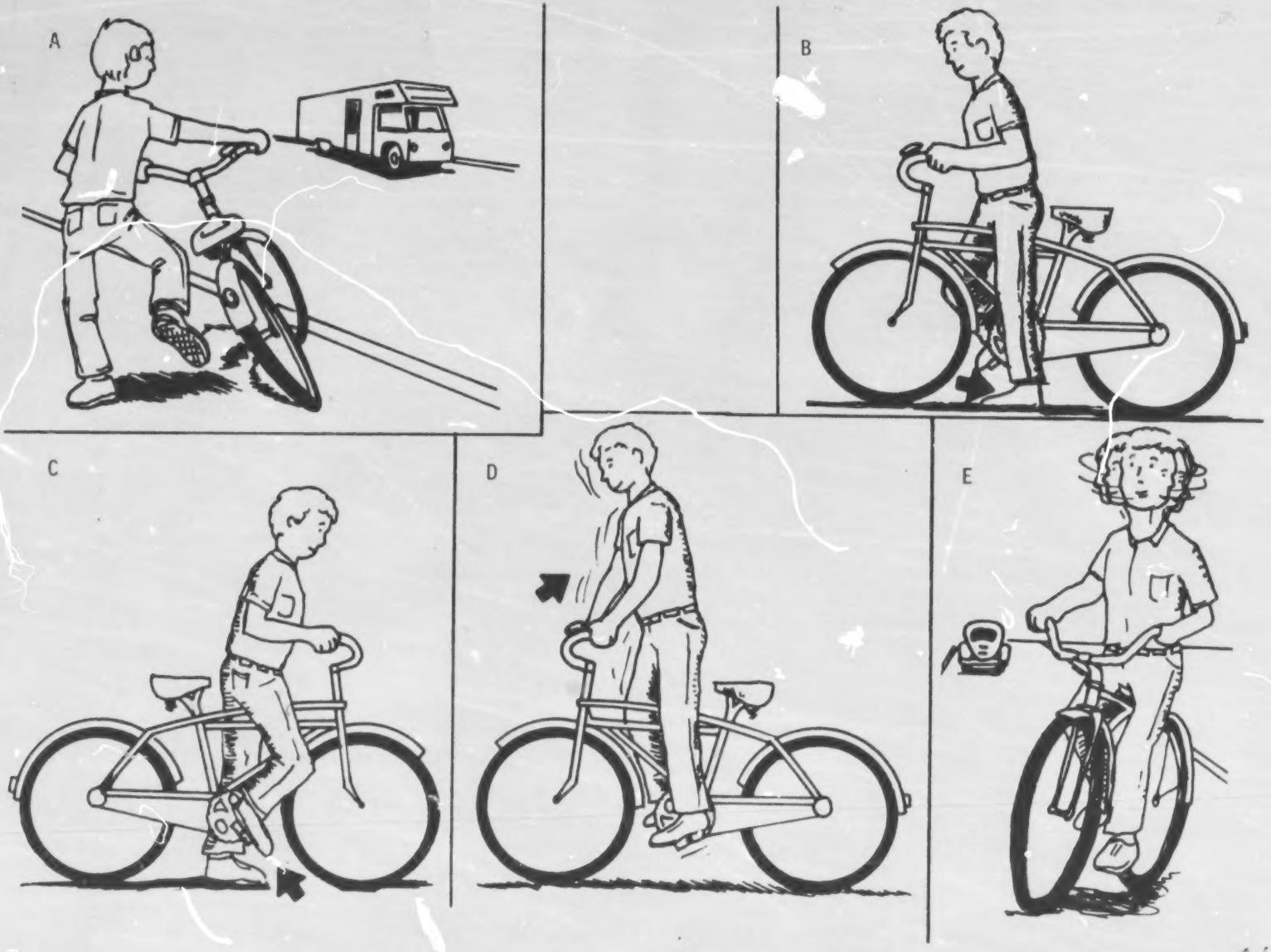
164

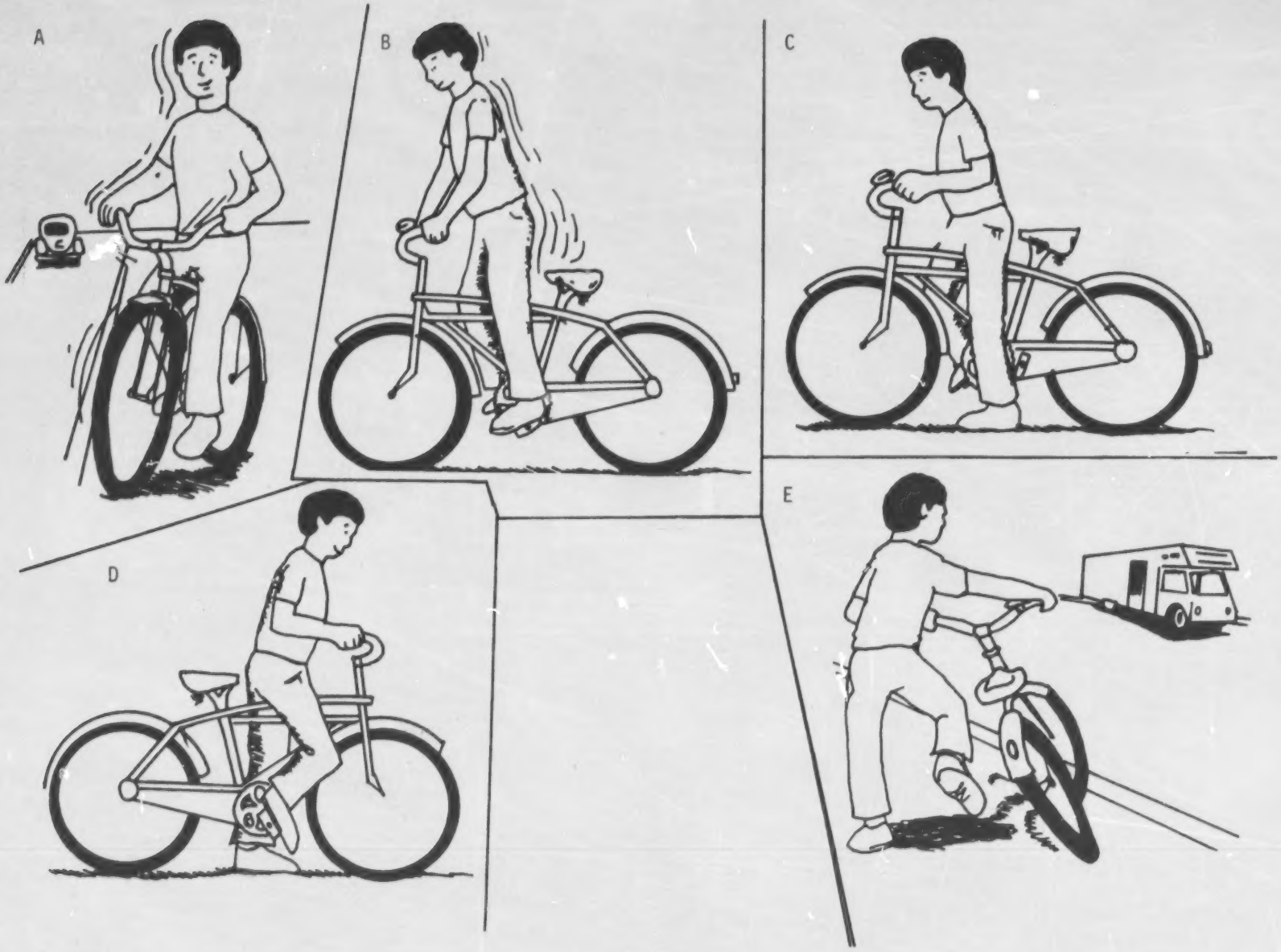
165

## Getting On Your Bike the Safe Way




151

## Getting Off Your Bike the Safe Way

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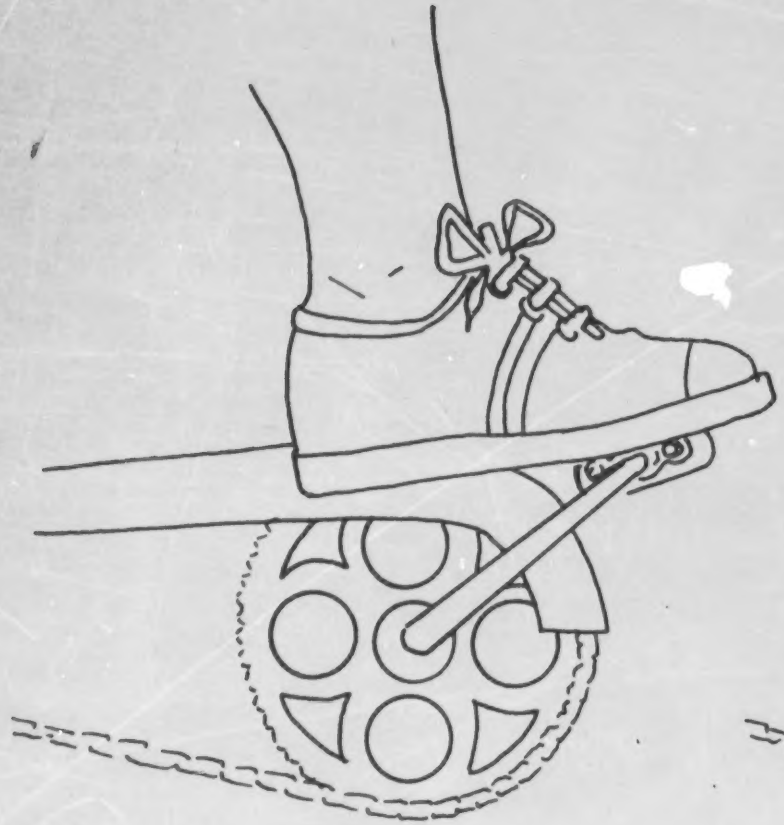
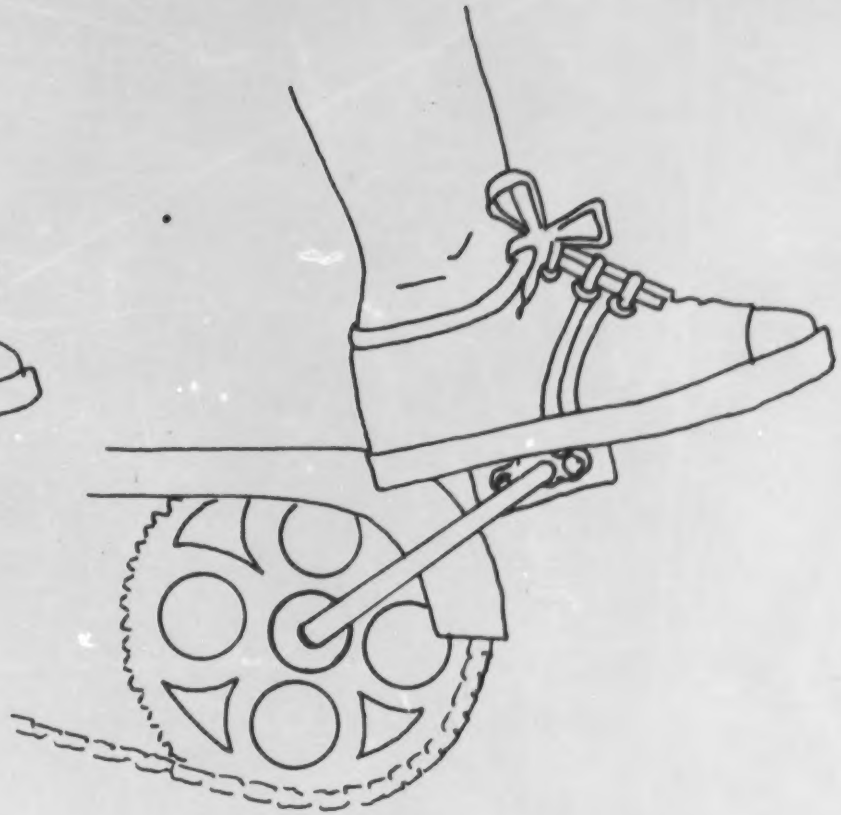


Right



Wrong

170

171

31

## RESOURCE LIST

### ORGANIZATIONS

Aetna Casualty and Surety Company, Driver Education Services, 151 Farmington Avenue, Hartford, Connecticut 06115.

Allstate Insurance Company, 7770 Frontage Road, Skokie, Illinois 60076.

American Automobile Association, 1712 G Street NW., Washington, D. C. 20006.

American Automobile Association-North Carolina, Carolina Motor Club, Inc., 701-3 South Tryon St., P.O. Box 60, Charlotte, North Carolina 28202.

Bicycle Manufacturer's Association of America, 1101 15th Street NW., Suite 304, Washington, D.C. 20005.

National Bicycle Dealers Association, 29025 Euclid Avenue, Wickliffe, Ohio 44092.

National Education Association, American Association for Health, Physical Education and Recreation, 1201 16th Street NW., Washington, D. C. 20036.

National 4-H Service Committee, Inc., Program Services, 150 North Wacker Drive, Chicago, Illinois 60606.

National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

North Carolina Department of Motor Vehicles, Traffic Safety Education Division, 1100 New Bern Avenue, Raleigh, North Carolina 27611.

North Carolina Department of Public Instruction, Education Building, Raleigh, North Carolina 27611.

North Carolina Department of Transportation, Bicycle Coordinator, P.O. Box 25201, Raleigh, North Carolina 27611 (for bikeways information).

North Carolina State University, Agricultural Extension Service, Department of Agricultural Information, Box 5037, Raleigh North Carolina 27607.

Schwinn Bicycle Company, 1856 Kastner Avenue, Chicago, Illinois 60635.

University of North Carolina at Chapel Hill, Highway Safety Research Center, Craige Trailer Park, Chapel Hill, North Carolina 27514.

The Wheelmen, 6239 Anauista, Flint, Michigan 48507.

RESOURCE LIST - BICYCLE SAFETY

FILMS

Bicycle Riding Reminders. (1972, 16mm, color, 11 min.) A police vehicle demonstrates reaction time, braking distances, etc., when autos and bicycles are involved, with basic bicycle safety pointers for younger children. Available from AIMS Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California 90028.

Bicycle Safety. (1968, 16mm, b&w, sound, 11 min.) Driver responsibilities explored include bicycle maintenance and obeying traffic rules. Available for purchase from McGraw-Hill Co., Text-film Division, 330 West 42nd St., New York, N. Y. 10036.

Bicycle Safety Program. (1971, 16mm, color) Describes bicycling safety for children and adults. Available from Film Loops, Inc., P. O. Box 2233, Princeton, New Jersey 08504.

Bicycle Safety Skills. (1970, 16mm, color or b&w, sound, 11 min.) The theme "good cyclists today, good motorists tomorrow" is emphasized. A youngster shows his small brother safety practices that make cycling safe as well as enjoyable. Available for purchase or rental from Coronet Instructional Films, 65 East Water St., Chicago, Illinois 60601.

Bicycle Today - Automobile Tommorrow. (1969, 16mm, color, 10 min.) A boy is shown by a motorcycle police officer how he should check his bicycle for mechanical soundness and demonstrates importance of knowing the correct bicycle rules and safety regulations before riding in traffic. Available from Sid Davis Production, 1046 South Robertson Blvd., Los Angeles, California 90035.

Bicycling Safely Today. (1972, 16mm, 20 min.) Pleasantly illustrates how cyclists can achieve full enjoyment from their wheels. It is a good film for solving problems in the community. Available from Bicycle Manufacturers' Association of America, 1101 15th Street, N.W., Suite 304, Washington, D. C. 20005.

Can You Stop On A Dime? (1972, 16mm, color) Demonstration for elementary school children of the safety rules for bicycle riding; why instantaneous stops are impossible for bicycles and automobiles; automobile blind spots and resultant danger to pedestrians. Available from Sid Davis Productions, 1046 South Robertson Blvd., Los Angeles, California 90035.

I'm No Fool with a Bicycle. (1971, 16mm, color, 8 min.) The bicycle, as Jiminy Cricket points out, is a wonderful invention--even more wonderful if we know the right way to do things with it. After tracing the history of the bicycle from its first invention in France around

1810 up to the modern safety bike as we know it today, Jiminy graphically illustrates the wrong and the right things to do with a bike. He's strongly recommending the latter, that is--"If you want to live to be 92." Available for purchase or rental from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey 07652.

The Day the Bicycles Disappeared. (1967, 16mm, color, 14 min.) When all the bicycles in town suddenly disappear, it turns out that they are protesting the hazardous riding of their owners. Not until each rider signs a safe-bicycling pledge do the bikes agree to be taken home. Available from American Automobile Association, Carolina Motor Club, 701-3 South Tryon St., P. O. Box 60, Charlotte, North Caroina 28201.

## FILMSTRIPS

Bicycle Safety. (1968, 35mm strip, silent, color, 39 frames) Illustrates where to learn to ride; what rules to follow when riding during the day, at night, and in the rain; how to prevent tire damage; and how to carry packages on a bike. Available from Curriculum Materials Corp., 1319 Vine St., Philadelphia, Pennsylvania 19107.

I'm No Fool with a Bicycle. (1969, 35mm strip, color) Riding a bicycle in 1810 in France was probably just as much fun as it is today in America . . . but even our modern safety bike can be dangerous. Jiminy Cricket traces the history of this popular invention and demonstrates the rules for safe riding. He urges children to keep their bikes in good working order and to follow automobile safe driving regulations. Available from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey 07652.

Your Adventures in Traffic Safety: Part 2. (1971, 35mm strip, color) Describes bicycle safety rules to follow as a part of a four unit program which includes traffic and pedestrian safety and passenger safety from all aspects. Available from Professional Arts, Inc., 1752 Parrott Drive, San Mateo, California 94402.

## BOOKS FOR TEACHERS

Aetna Casualty and Surety Company. Bicycle Safety Quiz. Hartford, Connecticut: Aetna Casualty and Surety Company, Public Education Department, Hartford, Connecticut 06615.

American Automobile Association. Bicycling is Great Fun. Washington, D. C.: American Automobile Association, 1712 G Street, N.W., Washington, D. C. 20036.

Bicycle Manufacturers' Association of America. Bicycle Riding Clubs. Bicycle Manufacturers' Association of America, 1101 15th Street, N.W., Suite 304, Washington, D. C. 20005.

Bicycle Manufacturers' Association of America. Bike Fun. Bicycle Manufacturers' Association of America, 1101 15th Street, N.W., Suite 304, Washington, D. C. 20005.

Goodyear Tire and Rubber Company. Bicycle Blue Book. Akron, Ohio: Goodyear Tire and Rubber Company, Cycle Tire Department, 1144 East Market St., Akron, Ohio 44316.

## BOOKS FOR STUDENTS

Dines, Glen. Pitidoe the Color Maker. New York: The MacMillian Co., 1959.

Kessler, Leonard. A Tale of Two Bicycles. New York: Lothrop, Lee and Shepard Company, 1971.

Kessler, Leonard. Mr. Pine's Mixed-Up Signs. New York: Grossett and Dunlap, 1961.

Pid, Mr. The Day the Bicycles Disappeared. Washington, D. C.: Robert B. Liece, Inc., 1969.

Rey, H. A. and Margaret. Curious George Rides a Bike. Boston, Massachusetts: Houghton Mifflin Company, 2 Park St., Boston, Massachusetts 02107. (Second grade.)

## BOOKLETS, LEAFLETS, AND MAGAZINES

A Guide to Audio Visual Materials on Bicycles and Bicycle Safety. Bicycle Manufacturers' Association of America, 1101 15th Street, N.W., Suite 304, Washington, D. C. 20005.

Be An Expert Bike Driver. Greenfield, Massachusetts: Channing L. Bete, Inc., 1968.

Berzina, E. and M. Kramer. An Investigation of Rider, Bicycle Safety, and Environmental Variables in Urban Bicycle Collisions. Ontario, Canada 1970.

Campbell, B. J., J. P. Foley, and E. A. Pascarella. Bicycle Riding and Accidents Among Youths - A Summary Report. Chapel Hill, North Carolina: Highway Safety Research Center.

Bicycle Safety Tests and Proficiency Course. Bicycle Manufacturers' Association of America, 1101 15th Street, N.W., Suite 304, Washington, D. C. 20005.

Bike Ordinances in the Community. Bicycle Manufacturers' Association of America, 1101 15th Street, N.W., Suite 304, Washington, D. C. 20005.

Bike Safety In Action. National Education Association, National Safety Commission, 1201 16th Street, N.W., Washington, D. C. 20036.

Bike Safety Programs. Bicycle Manufacturers' Association of America, 1101 15th Street, N.W., Suite 304, Washington, D. C. 20005.

Bike Trails and Facilities. Bicycle Manufacturers' Association of America, 1101 15th Street, N.W., Suite 304, Washington, D. C. 20005.

Cycling in the School Fitness Program. American Association for Health, Physical Education and Recreation, National Education Association, 1201 16th Street, N.W., Washington, D. C. 20006.

Hi! Bike Pilots. Allstate Insurance Company, Safety Department, 7770 Frontage Road, Skokie, Illinois.

Know Your World, "Bicycle Boom Hits U. S." American Education Publications, 245 Long Hill Road, Middletown, Connecticut, October 13, 1974.

My Weekly Reader, "More People Are Riding Bikes." American Education Publications, 245 Long Hill Road, Middletown, Connecticut, September 22, 1971.

Parents, Buying Your Child A Bicycle? American Automobile Association, 1712 G Street, N.W., Washington, D. C. 20006.

What Everyone Should Know About Bicycles. Greenfield, Massachusetts: Channing L. Bete, Inc., 1968.

## SAFETY SONGS

Manners Can Be Fun, Songs of Safety and Health Can Be Fun. Educo Services, 14 Warren St., New York, N. Y 10007.

Popeye. . .Health, Safety Songs. A. A. Records, Inc., 250 West 57th Street, New York, N. Y. 10019.

Songs of Safety. Educo Services, 14 Warren St., New York, N. Y. 10007.

## INSTRUCTIONAL MATERIALS

All About Bikes - A Bicycle Safety Program. National Safety Council, Chicago, Illinois.

Bicycle Safety Program. Auxiliary to the American Optometric Association, 144 West Broadway, Shelbyville, Indiana.

Bicycle Safety Program. Canadien De La Securite, Director of Programs Council, 30 Driveway, Ottawa 4E, Canada.

Bicycle Safety Set No. 102. (A series of nine study prints based on the Walt Disney 16mm film titled, "I'm No Fool with a Bicycle." Each print contains teaching aids and suggested activities printed on the back.) Walt Disney Study Prints, Walt Disney Films, 545 Cedar Lane, Teaneck, New Jersey 60068.

Miniature Traffic Signs. Milton Bradley Company, Des Plains, Illinois 60018.

Useful Signs to See and Read. (Teaching aid for functional reading programs. Thirty large cards contain traffic, driver education, and safety signs which children are likely to encounter in everyday living. Suggestions for use are included.) Milton Bradley Company, Des Plains, Illinois 60018.

# SCHOOL BUS SAFETY

## Level B

SCHOOL BUS SAFETY UNIT--LEVEL B

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SCHOOL BUS SAFETY--LEVEL B

MASTERS FOR REPRODUCTION


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## SCHOOL BUS SAFETY--LEVEL B

### INTRODUCTION

In the 1972-1973 school year, 724,000 school children rode to school on a bus. These buses traveled 120,000,000 kilometers (75 million miles) during the year. While school bus accidents are relatively rare, children must learn how to ride the school bus with safety. There are safety practices that children who ride the school bus must know and follow. It is the duty of every child who rides the school bus to be a responsible bus rider. Children should know and follow all school bus safety practices and respect the authority of the bus driver. Children should also be told that their disregard of a safety practice may be the cause of a fatal accident. A thorough understanding of all bus safety rules is needed to improve the necessary teamwork and cooperation between the children, as riders of the school bus, and the school bus driver. Each school child who rides the school bus should know how to conduct himself in a safe, responsible manner and follow all safety practices.

### UNIT OBJECTIVES

1. To develop safe and responsible behavior in the children while on board and in route to or from a school bus.
2. To develop the children's understanding of their responsibility(s) to the school bus driver and/or school bus patrol, and for their own safety while on the way to school riding the bus.

SCHOOL BUS SAFETY UNIT CHECKLIST FOR TEACHERS

This School Bus Safety Unit Checklist is provided for you so that you may present the facts and the recommended behavior to your students and as a guide to help you determine your children's knowledge in this content area.

1. Do the children think bus safety rules are needed? Why?
2. Do they walk to the bus stop carefully and on the left facing traffic if there is no sidewalk?
3. Do the children know what to do if they have to cross a roadway to get to the bus?
4. Do they wait off the road for the bus?
5. Do the smaller children line up first?
6. Do the children use the handrail when entering and exiting the bus?
7. Are they on time for the bus everyday?
8. Do the children wait for the bus to come to a complete stop before boarding?
9. Do they know the rules governing exiting the school bus in North Carolina?
10. Do they exhibit common sense and courtesy when entering the school bus? Exiting?
11. Do they board the bus in a single file?
12. Do they wear reflective clothing on a rainy or foggy day?
13. Do the children take their seats immediately and remain seated while the bus is moving?
14. Do the children hold onto the back of the seat if they have to stand? Why?
15. Do they keep the bus clean and orderly?
16. Do they obey the bus driver?
17. Do the children know where the emergency door is located?
18. Do the children keep their hands, head, and arms inside the bus at all times?
19. Do they let the children nearest the door get off the bus first? Why?

20. Do the children know the procedures for exiting the bus in case of emergency?
21. Do they eat or drink on the bus? Why?
22. Do the children step away from the bus quickly after exiting the bus?
23. Do the children report any damages to the driver that they might see?

## SCHOOL BUS SAFETY--LEVEL B

### CONCEPT I: GOING TO THE SCHOOL BUS STOP AND WAITING FOR THE BUS

OBJECTIVE:

The children will be able to describe or demonstrate the procedures for safe and responsible behavior when going to the bus stop and waiting for the bus.

CONTENT FOR DISCUSSION:

There are safety practices that should be known and followed when going to, waiting for, and boarding the school bus. Always allow enough time to walk to the bus stop using the sidewalk without hurrying. If there is no sidewalk, walk on the left side of the road facing traffic. While waiting for the bus, wait well off the roadside in a safe, responsible manner and look after the younger children. When the bus arrives, line up, letting the younger children board the bus first. If it is necessary to cross the highway or street to board the bus, wait until the bus has completely stopped. Look both ways before crossing to make sure all vehicles have stopped, and walk--do not run--to board the bus. Cross at least 4 meters (12 ft) (15 steps) in front of the bus in full view of the driver.

ACTIVITIES:

1. Introduction. List the procedures below on the chalkboard. Then discuss them with the children:
   a. Know what time the bus will be ready to pick you up and be ready on time.
   b. Plan to leave home at the same time each day.
   c. Be at your bus stop at least 5 minutes before the bus is to arrive, but avoid being at the bus stop too early.

d. If there are no sidewalks and you have to walk in the street, walk in a single line on the left facing traffic.

e. Stay back away from the curb at least an arm's length or more, do not wait or play in the street.

f. Wait until the bus comes to a full stop before you start to get on.

Teacher-Directed Discussion. Ask the children:

a. Why is it important to be on time?

b. Why should you walk on the left facing traffic when there is no sidewalk?

c. What should you do if you have to cross the street or highway to board the bus?

d. Why should you avoid being too early?

2. Safety Suffix.[1] After writing the paragraph below on the chalkboard, have the children supply the word endings to the words that need them.

Dick and Tim were wait*ing* for the bus. They were wait*ing* near the new post office. Tim saw two new mail truck*s*. Tim call*ed* to Dick. The boy*s* were both excited about seeing all the thing*s* at the post office. The school bus driver stopp*ed* at Tim's bus stop. Tim was nowhere in sight. Tim was hold*ing* up the school bus. The child*ren* would be late for school. The teach*ers* at school would not be very happy. The boy*s* and girl*s* on the bus would have to speak to Tim about the importance of being on time.

3. My Way to Go.[1] Have the children count the blocks on their way to the school bus stop. On a large oblong piece of paper, have them draw their home, the blocks they walk to the bus stop, and the bus stop. Other variablies that are specific to the students' bus stops may be included (i.e., bench, mailbox, etc.). These route maps can be used as a bulletin board display entitled, "My Way to Go."

4. Dot to Dot.[1] Using Master for Reproduction #1, page 175, have the

children connect the dots beginning at 1 and ending at 20.

5. Role-play.[7] In the classroom, using chairs as a make-believe bus, dramatize proper conduct for going to the bus stop and waiting for the bus.

6. Rulemakers.[7] Have the children make up a Code of Behavior, or list of rules, for bus riders, to include going to the bus stop and waiting at the bus stop. Write these suggested rules on the chalkboard, or on a chart to be checked on from time to time.

7. Poetry.[1] Read this poem to the children and have them draw picture(s) to illustrate it. Waiting at the School Bus Stop:

When I walk to the school bus,
Being on time is a must.
Time is important for me to know,
Before my bus comes I must show.
Walking to the bus stop happy and gay,
on the sidewalk I will stay.
I cross at the corner of the street,
Looking both ways, then I move my feet.
When I get to where the bus will stop,
To walk in the street I must not.
In back of the curb is where I wait,
Even though I may be late.

8. Getting There is Fun.[1] On a large piece of butcher paper, have children draw objects that they see on their way to and from the bus stop, i.e., cars, homes, trees, benches, and street signs. Cut out the objects that are constructed and attach them so that they appear to be three-dimensional around the room. Place cards with specific directions in an envelope. Read the directions for the route to follow while the other child walks the route.

Situation No. 1:

There are no sidewalks on your route to school. When you are

walking to school without sidewalks, face traffic. Use the left hand side of the road so drivers can see you and you can see them. Stay as far off the road as you can. Go in single file. Do not cross people's lawns or leave litter. Now you are at the bus stop.

Situation No. 2:

You are now at the bus stop. Do not wait in the street. You could get hurt, and it is not safe for others if the bus stops in the middle of the street. Stay away from the edge of the road. Your bus is coming down the street. Wait until your bus comes to a full stop. It saves time and trouble if you line up with little ones first. Now you are ready to enter the bus.

9. Facts and Figures About the School Bus.[1] (Bulletin Board) Ask the children to collect articles or any research information about the school bus, i.e., change of design, current accident statistics, history. Post these on a bulletin board in the outline of a bus.

10. Puppet Safety.[4] Let children make puppets from paper bags, socks, sticks, cardboard, small boxes, or styrofoam. Have them construct a puppet theater and write and produce plays based on their own experiences for going to the bus stop and waiting for the bus. The plays can be given at PTA meetings, assembly programs, or for other classes in the school.

11. At the Bus Stop. Have the children draw and color a picture about their own experiences at the bus stop. Then have them write a story to go with this picture.

12. Will You Be There on Time?[1] Using Master for Reproduction #2, page 176, have the children give the answers as the poem "Will You Be There on Time" is read. Children can add other stanzas to the original or make up a new one.

## Dot to Dot

Will You Be There on Time?[1]

Catching a bus,
It's eleven o'clock;
The bus goes at one.
I have exactly _____;
I don't need to run.

It's a quarter of two;
The bus leaves at three.
In _____minutes
I must be there, you see.

The bus leaves at ten;
It's only half-past nine.
I've only _____,
If I get there on time.

The bus leaves at one;
It's eleven forty-five.
It's _____,
Until I must arrive.

Skill Games for Mathematics

ANSWER SHEET

## Will You Be There on Time?[1]

Catching a bus,
It's eleven o'clock;
The bus goes at one.
I have exactly (*two hours*);
I don't need to run.

It's a quarter of two;
The bus leaves at three.
In (*seventy-five*) minutes
I must be there, you see.

The bus leaves at ten;
It's only half-past nine.
I've only (*thirty minutes*), (*half an hour*)
If I get there on time.

The bus leaves at one;
It's eleven forty-five.
It's (*one hour and 15 minutes*),
Until I must arrive.

Skill Games for Mathematics

SCHOOL BUS SAFETY--LEVEL B

CONCEPT II: ENTERING AND EXITING THE SCHOOL BUS.

OBJECTIVE:

Through various learning activities, the children will be able to demonstrate and explain the proper way to enter and exit a school bus and to develop an awareness of the need for establishing safe behavior habits.

CONTENT FOR DISCUSSION:

Safe and responsible behavior should be exhibited when entering or exiting a school bus. When the bus arrives, line up waiting for the doors to be opened and allow the smaller children to enter first. Do not push or shove while boarding the bus and remember to use the handrail. Leave enough space between each child in case another child stumbles or falls. Upon entering the bus, take a seat immediately and remain seated while the bus is moving.

TEACHER INFORMATION:

Since the procedures for exiting vary from county to county, please check the proper procedure for your school and county and explain it to your children. Information on loading and unloading school buses for the State of North Carolina can be obtained from the Department of Motor Vehicles and the Division of Public Transportation of the N.C. Department of Public Instruction.

1. Loading:
   a. While waiting to board your bus, make sure that you are safely off the road. Students should stand 3 meters (10 feet) (1 car length) or more from the edge of the pavement.
   b. Many of you have to board a school bus in the dark. You should

use some type of reflector to indicate where your driver is to stop, and also to allow other motorists to see you.

c. Do not push or shove another student while waiting to board a bus.

d. Never cross the roadway while waiting to board the bus.

e. You should Not walk toward your bus while it is approaching. When your driver opens the door, you may board the bus. (Only then is your driver sure that all traffic has stopped.)

f. Before boarding your bus, check traffic in both directions. (Remember: Even though the law requires all vehicles to stop for school buses while they are loading or unloading, not all people obey the laws.)

g. Do not push and shove while boarding the bus. Be sure to use the handrail.

2. Unloading:

a. Remain seated until the bus has come to a complete stop.

b. Use the handrail while leaving the bus.

c. You should never go behind the bus for any reason. (Your driver cannot see you.)

d. Do not linger around the bus after leaving the door well. Go straight to your home.

e. If your home is on the left side of the roadway, you should cross at a distance of one car length in front of the bus. Make sure you check to the left and to the right before and as you cross the roadway.

f. If you drop a book, pencil, or some other object, do not pick it up until you have notified the driver.

g. If for any reason you are not going straight home, make sure you notify the driver. Example: "I'm going home with a neighbor instead of going home as usual."

3. At School

a. Do not run to board the bus when school lets out. Remember, many parents drive to school to pick up their children. Board your bus in an orderly manner.

b. If you are riding a bus other than the one you are assigned to, make sure you have authorization from the principal.

c. Do not damage or deface the bus. Your parents helped pay for the bus you ride.

d. Your parents can be billed for damages done by you to a bus.

ACTIVITIES:

1. Review the procedures for entering and/or exiting the school bus and have a general, teacher-directed class discussion.

a. Why should smaller children be allowed to enter the bus first?

b. What would happen if you did not use the handrail?

c. Why should you wait for the school bus doors to be opened? Who opens the doors?

d. How is entering a bus different from entering a car? An airplane?

e. Do you exit from a bus in the same way as you exit from a car?

f. Why is it important to leave space between each child?

g. Why is it important for children to remember safety rules for entering the bus? Exiting?

h. Why is it necessary to get on the bus in a single file?

i. What should you do when exiting from the bus if crossing the road? How is this different if you are riding a city bus? (Cars never stop for city buses; you should cross behind a city bus or wait until it leaves to cross.)

j. Is it a good idea to wear reflective clothing on a rainy or foggy day? Why?

2. Intro Pictures. Distribute illustrations of entering and exiting the bus, Masters for Reproduction #3 and #4, pages 186-7. Have the children color the pictures and write a short story describing the do's and don'ts

of safety procedures, or use the Masters as transparencies to begin the discussion.

3. Teacher Directed Discussion.[1] Ask the children if handrails appear in places other than on the school bus. Elicit: Why are they necessary and who is most likely to use them? Relate the importance of handrails on the school bus and why it is necessary for children to use them when entering or exiting the school bus.

4. School Bus Riddles.[1] Using Master for Reproduction #5, School Bus Riddles, page 188, have the children complete the riddles, and discuss the procedures for entering and exiting the bus.

5. Hands On. Arrange to have a school bus parked in the school parking lot or on the playground for a demonstration with a regular bus driver. Have the children demonstrate the procedures for entering and exiting the bus.

6. Safety Scramble.[1] Have the children rearrange the sentences below.
   a. street For don't waiting the while play the bus in.
      *(While waiting for the bus, don't play in the street.)*
   b. children front line allow the the be smaller in to of.
      *(Allow the smaller children to be in front of the line.)*
   c. your when promptly seat take bus school entering the.
      *(When entering the bus, take your seat promptly.)*

7. Tall Tales.[1] Have the children create original parodies, satires, or tall tales concerning what is unlikely to happen when they enter the school bus. Some titles might be:
   a. The President of the United States Was on My School Bus
   b. Prehistoric Man Becomes My School Bus Driver of the Day
   c. My Younger Brother is Captain of the Bus Patrol
   d. My Bus Seat Spoke to Me and Said...

8. What's Wrong.[1] Have the children underline the sentence that is out of order in "What's Wrong With the Story" (Master for Reproduction #6, page 190).

9. School Bus Crossword Puzzle.[1] Have the children complete Master for Reproduction #7, page 192. The answers are given below:

| | | |
|---|---|---|
| B | U | S |
| E | | K |
| D | A | Y |

| | | |
|---|---|---|
| Y | O | U |
| E | | S |
| S | E | E |

10. Principal Plan. Plan an assembly program where the principal and/or school bus driver speaks to encourage school bus safety, with emphasis on entering and exiting.

11. Matching up Safety.[1] Write the following phrases on the chalkboard, have the children copy each phrase, and select the correct number to the matching phrase.

(2) a. Wait for the school bus doors
(4) b. Keep one hand free
(3) c. Allow the smaller children
(5) d. Leave space between
(1) e. Take seat

1. promptly.
2. to be opened.
3. to be in front of the line.
4. to use the handrail.
5. each child.

12. Vocabulary Activities. Write the following sentences on the chalkboard or read them and have the children to complete the sentences.

a. Walk on the _____.
b. Orderly line _____.
C. Handrail when _____.
d. Inside of school bus _____.
e. Leaving a school bus _____.
f. Younger children _____.
g. On time _____.

h. Back of the bus _____.

i. On a city bus _____.

j. Obey all _____.

13. Vocabulary Words. Have the children fill in the blanks forming bus safety words from the list below. After the word is discovered, the child should define the word and tell why it is important.

| | Answer |
|---|---|
| --sl- | aisle |
| b-s | bus |
| c-r | car |
| c-rb | curb |
| d--r | door |
| dr-v-r | driver |
| g- | go |
| l-n- | line |
| q---t | quiet |
| r--l | rail |
| r-d- | rode |
| s--t | seat |
| st-p | step |
| st-p | stop |
| w--t | wait |
| wh--ls | wheels |
| w-nd-ws | windows |

Variation: Have the children use the vocabulary words to make sentences.

14. Pamphlet for Parents. Distribute the pamphlet, We Ride the School Bus, for discussion and for the children to take home to their parents. These bulletins can be obtained from the local offices of Pupil Transportation Department.

15. Experience Chart. As a class project, have the children construct an experience chart on some of their experiences based on school bus safety.

16. Emergency Drill. Invite the school bus driver to the school to demonstrate the procedures for emergency exiting, with the use of the school bus. Have the children demonstrate these procedures.

17. Teacher-Directed Discussion:

    a. What is an emergency door?
    b. Should children stay on the bus when there is an emergency until the driver or bus patrol directs them otherwise?
    c. Where is the emergency door located?
    d. What should you do if the bus gets stuck in a ditch? Should you use the emergency exit?
    e. Who should start exiting the bus first in case of an emergency?
    f. What are the safety features of the bus?

Note: Emergency exiting is practiced by using the front door of the bus and the emergency exit. Start exiting persons in seats nearest to the door being used, after being directed to do so by the driver. Children should quietly get off the bus and go to a safe place off the street or highway.

18. Discuss the difference between riding a city bus and a school bus.

    a. Are the passengers the same?
    b. Where do you go on a city bus?
    c. Do cars stop for city buses?
    d. What is the same about riding city buses? (Wait the same, use handrail, stay in seat, etc. - but crossing when leaving a city bus is different.)

Entering the Bus

186

199

200

## Exiting the Bus

187

## School Bus Riddles

1. Children leave me to go to the school bus every day.
   At the end of the day they come back to me.
   I have many rooms.
   What am I? _____

2. Every school bus has one.
   I am near steps that go up and down.
   I am there so you won't fall.
   What am I? _____

3. I go round and round.
   I am moved by a driver's hands.
   I can make the school bus change directions.
   What am I? _____

4. I tell drivers what they can or cannot do.
   Pedestrians and drivers of vehicles pay attention to me.
   Policemen make sure people obey me.
   What am I? _____

5. I am flat.
   Children sit on me when they ride to school.
   I am soft and padded.
   What am I? _____

ANSWER SHEET

School Bus Riddles

1. Children leave me to go to the school bus every day.
   At the end of the day they come back to me.
   I have many rooms.
   What am I? *(house)*

2. Every school bus has one.
   I am near steps that go up and down.
   I am there so you won't fall.
   What am I? *(handrail)*

3. I go round and round.
   I am moved by a driver's hands.
   I can make the school bus change directions.
   What am I? *(steering wheel)*

4. I tell drivers what they can or cannot do.
   Pedestrians and drivers of vehicles pay attention to me.
   Policemen make sure people obey me.
   What am I? *(traffic signal)*

5. I am flat.
   Children sit on me when they ride to school.
   I am soft and padded.
   What am I? *(seat)*

## What's Wrong with the Story?

Underline the sentence that is out of order in each story below.

It was time for Suzy to get up and go to school.
She took her seat on the school bus.
The first thing she did was to brush her teeth.
She got dressed, ate, and walked to the school bus stop.

Get away from the unloading zone quickly.
Line up on the way out.
Always use handrail.
Watch your step.

Don't stand up.
Report anything damaged in the bus.
Stay quietly in your seat.
Don't wait in the street at the bus stop.

John closed his math book.
John boards the bus using the handrail.
The bell rang.
The teacher announced, "Children, get your clothing."

ANSWER SHEET

What's Wrong with the Story?

Underline the sentence that is out of order in each story below.

It was time for Suzy to get up and go to school.
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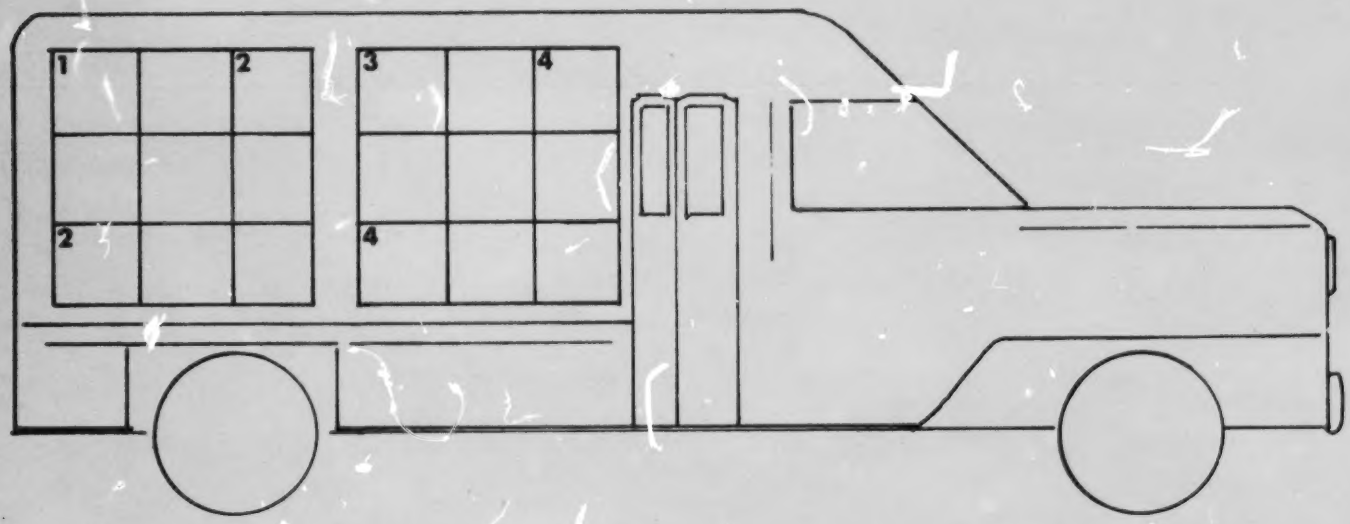
Stay quietly in your seat.
Don't wait in the street at the bus stop.

John closed his math book.
John boards the bus using the handrail.
The bell rang.
The teacher announced, "Children, get your clothing."




## Across

1. Vehicle that gets us to school.
3. _____ can made the school bus ride safe.
5. We board the school bus each school _____.
6. The busdriver should be able to _____ the road

## Down

1. Something we sleep in.
2. We can look up to the _____.
3. Opposite of no.
4. _____ good common sense while riding the school bus.

SCHOOL BUS SAFETY--LEVEL B

CONCEPT III: RIDING THE SCHOOL BUS

OBJECTIVE:

The children should be able to demonstrate and describe safe and courteous behavior while riding on the school bus and develop an awareness of its effect(s) upon the school bus driver and other passengers.

CONTENT FOR DISCUSSION:

Courteous and safe behavior should be practiced when riding on the school bus. Upon entering the bus, you should take a seat immediately, if possible, and remain seated while the bus is moving. If you must stand, put your books down and hold onto the back of two seats. Keep the aisles clear of books, feet, and other belongings. Hands, arms, and heads should always be kept inside of the bus. Do not talk to the driver or cause distractions such as loud noises or screaming, because they can cause the driver to have an accident. Always obey and respect the bus driver or bus safety monitor. Keep the bus clean and orderly. Do not eat or drink on the bus or damage the bus equipment. If there is any noticeable damage, report it to the bus driver. Always stay in your seat until the bus has stopped completely.

ACTIVITIES:

1. Teacher-Directed Discussion.

   a. Why must the bus driver never be distracted?
   b. Who do you report bus damages to?
   c. Should you talk when you are near a railroad crossing?
   d. Where are your head, hands, or arms the safest?
   e. Is riding on a bus different from riding in a car? How?
   f. Should books or packages be put in the aisles?

g. What should you do if you have to stand while riding to school?

h. What should you do while the bus is in motion?

i. What are some things you should avoid doing on the bus?

2. Situations.[1] Write the following situations on the chalkboard. Have the children dramatize each situation.

Situation No. 1:

You are now entering the bus. Use the handrail to help keep your balance as you go up the steps one at a time. Do not stand up until the bus arrives at school. If you have to ride standing, give your books to a seated person to hold. However, stand facing forward or sideways and hold onto two seat grips.

Situation No. 2:

On the bus you notice a damaged seat and a broken window. Tell the driver about anything damaged in the bus as you leave the bus. Do not leave your seat to do it. The bus is about to enter a railroad crossing. Your friend is talking to you. You motion your friend to close his lips. There is no talking near a railroad crossing. The driver must be able to hear way down the track; trains cannot stop in time. It is getting very hot in the bus. However, you will need permission to open the window. Do not disturb the driver at this time. Do not lean against the window. They are built to pop out under pressure in case of accidents.

3. Aisle Be Safe.[1] Have pictures available of a variety of aisles children may come in contact with in their experiences, i.e., grocery aisle, theater aisle, airplane aisle, or church aisle. The purposes of each could be enumerated on an experience chart. Stress the importance of keeping aisles of the bus clear of obstacles and the need for people to move in an orderly fashion up or down the aisle.

4. The Right Way. Have the children illustrate the sentence in each box. Distribute Master for Reproduction #8, "The Right Way to Behave," page 200.

5. Draw the Rules. Distribute art paper to children, have them draw the outline of a school bus and write statements that relate to safe behavior when riding on the bus, on the bus stairs, or on street(s) where the bus travels.

   Variation: Children can also list statements of courtesy for waiting and entering and exiting, or draw figures to illustrate courtesies.

6. Poetry. Write the following poem on the chalkboard and have the children copy it. Read it for them, then have the children read it. For class discussion, have the children identify safety rules for the bus in the poem.

Riding on the Bus[1]

Lined up for the bus, I should not push or shove,
Perhaps a child could fall from the steps above.
I climb the steps one step at a time,
Always remembering to keep in a straight line.
I go directly to my seat,
Even though my friends I'd like to meet.
I look out the window at the sky so blue,
Reaching out with my hand is not the thing to do.
Lunches and books are placed so they won't fall,
Garbage in the aisles is a menace to us all.
At all times I must stay in my seat,
So when the bus does move, I'll not fall off my feet.

7. Picture Riddle.[1] Distribute Master for Reproduction #9, page 201, to the children. Have them draw pictures of objects on both sides of the aisle. Let the children guess where the aisles are located.

8. Mirror Experience.[1] Conduct the following experiment in front of the entire class. Select a child and have him face a wall in the

classroom. Ask him if he can see things to the side of himself or in back of himself. Elicit that he has a difficult time seeing things to the side and is unable to see things in back of himself. Place the same child in front of a floor length mirror. Have him compare what he sees now to what he saw before. Ask classmates to relate this to the bus driver's use of a mirror in the driving situation. This can be done orally or as a written language arts activity.

9. Picture a Poem.[1] Distribute Master for Reproduction #10, "Riding the Bus," page 202. Have the children write their own poems for illustrations.

10. Fun With Words.[1] Master for Reproduction #11, page 203, is an interesting vocabulary exercise. Have the children list as many words as possible that describe the given situations.

11. Bus Book.[1] Have the children create a simple story about their school bus experiences. Make several copies of Masters for Reproduction #12, page 204, and give them to the children. Have the children draw their stories using the bus shape. Combine each child's story into a booklet for every child to take home. Have the class develop an introductory statement for the parents, suggesting that both parent and child review the desirable procedures for bus safety.

12. What's In a Word? Have the children fill in the spaces using a describing word according to the format suggested in Master for Reproduction #13, page 205.

13. "How Much Do You Remember?" (Masters for Reproduction #14 and #15, pages 206-7).[1] Have the children read the paragraph and complete the blanks.

14. "My Field Trip Story." (Master for Reproduction #16, page 210).[1] Have the children write a story about an exciting field trip to anyplace in the world using the words listed on the sheet.[1]

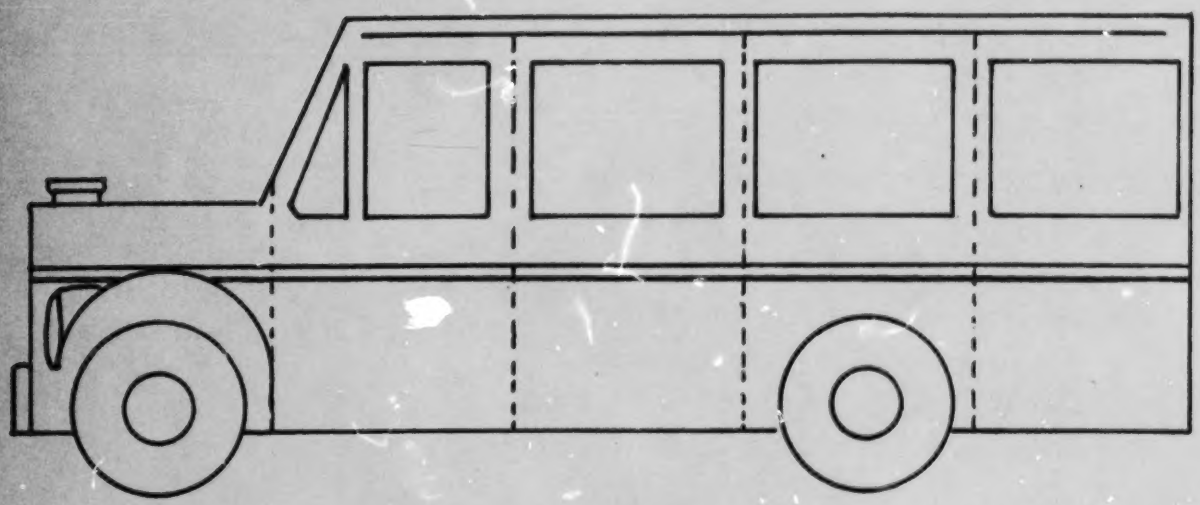
15. Hands On. Arrange for the children to examine a school bus. After this examination, have the children draw a picture of the bus, using the color(s) of the bus that they ride to school. They can also draw faces in the school bus windows, etc.

16. Teacher-Directed Discussion: Ask the children why each of the following school bus rules might be good to follow;

    a. Stay in your seats until the bus stops moving;
    b. Be courteous to the driver and to others;
    c. Do not throw objects out of the window;
    d. Talk quietly on the bus;
    e. Use the handrail when entering or exiting the bus.

17. Role-play. Arrange the chairs in the classroom to simulate riding the school bus. Have the children dramatize using the school bus safely, with one child being the bus driver, and have them identify some of the problems involved in entering, riding, or exiting the school bus. In addition, you can build a large school bus cut-out to use for role-playing. See the activity sheet, School Bus Cut-out, for directions, page 198.

18. Yarn Ball Game.[11] Have a leader of the group, or the teacher, stand in front of the class. As the leader tosses the yarn ball, he will give a clue to a safety rule. The child that he tosses the ball to responds with the appropriate safety rule. An example: The leader says, "Seat" as he tosses the ball to the child. The child replies, "Always stay in your seat while riding the bus," then tosses the ball back to the leader. Other clues that may be given are: quiet, arms, aisle, books, driver, windows, etc.



## School Bus Cutout

Do you want an imaginative and effective way to teach a school bus safety lesson? Then ask your class to make this almost life-size school bus out of colorful poster-board and add some chairs to form the bus interior. Brief the children on the basic rules for safety and let them go on from there. They can show you how to board, where to sit, where to stow their books, and where to stand. The possibilities for acting out safe bus-riding practices are endless!

To make the bus, you'll need seven sheets of posterboard, paint or felt pens for decorating, glue, staples, construction paper for the bumpers and hubcaps, and tape that is at least 2.5 centimeters (1 inch) wide. Begin by cutting one piece of the posterboard in half to form the bus hood.

Cut windows out of four boards (cutting out a slanted windshield and projecting bumpers is optional), then tape the pieces together vertically. If you allow enough flexibility when you tape, the bus can later be folded and stored like a Japanese screen.

Cut two circles, each one almost as wide as one section of the bus. Tape them to the posterboard in the location shown. The wheels should extend

below the bottom line of the bus body so they hide the standing bus supports. Paste on hubcaps made of construction paper.

Bus supports are made from two identical isosceles triangles cut from the posterboard. Each triangle should be about two-thirds the height of the bus (measuring from the bottom of the wheels), with a base about one-half the length of the triangle side. Fold the triangle in half vertically (you may have to score the board so that it will fold properly). Attach one side of the folded half to the back of the bus behind the wheel. Bend the other half perpendicular to the bus body.

Add the fenders, lights, school name, and any other decorations with brightly colored paint. Line up desk chairs in pairs to form the bus interior. The pupil who is designated as the driver should sit alone. Then the children should learn and practice the basic rules for riding the school bus safely.

## The Right Way To Behave

Draw a picture about each phrase in the box above the phrase.

200

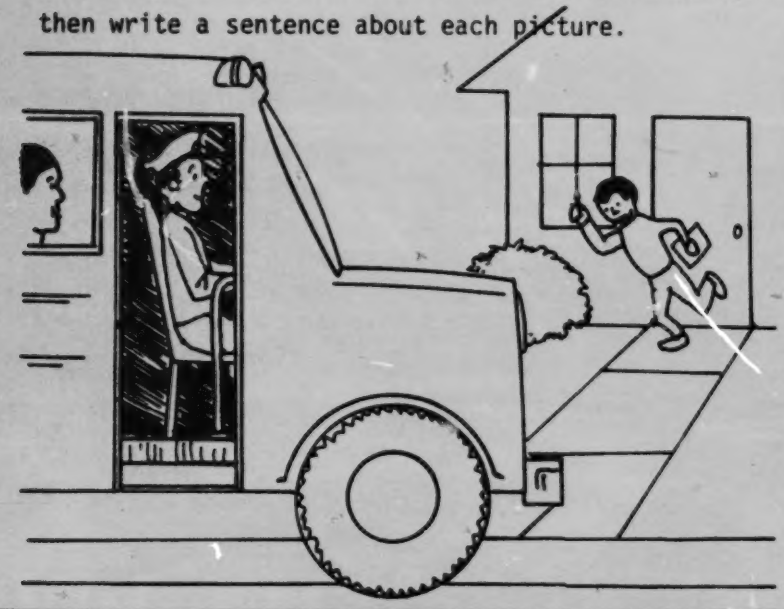
| At my school bus stop | Riding on my school bus | Exiting my school bus |
| --- | --- | --- |

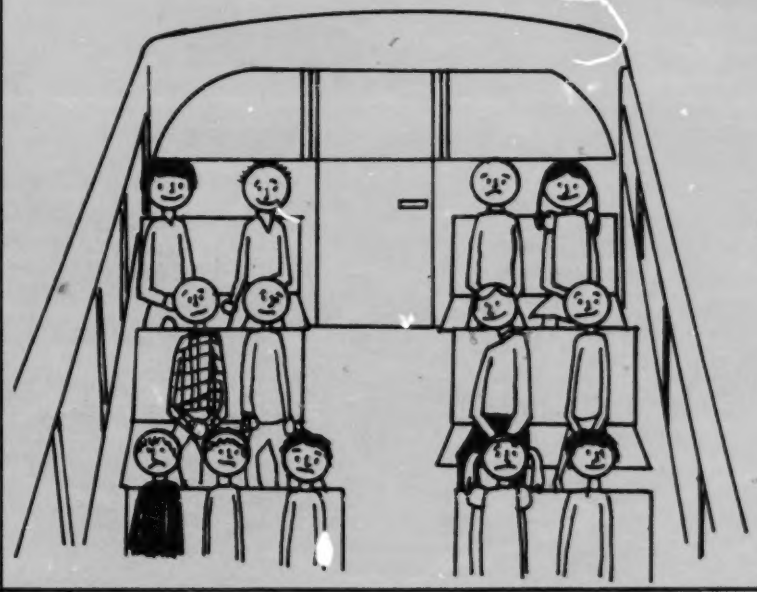
PICTURE RIDDLE - Below is a picture of an aisle. Draw pictures of objects on both sides of the aisle. See if your classmates can guess where this aisle would be located.

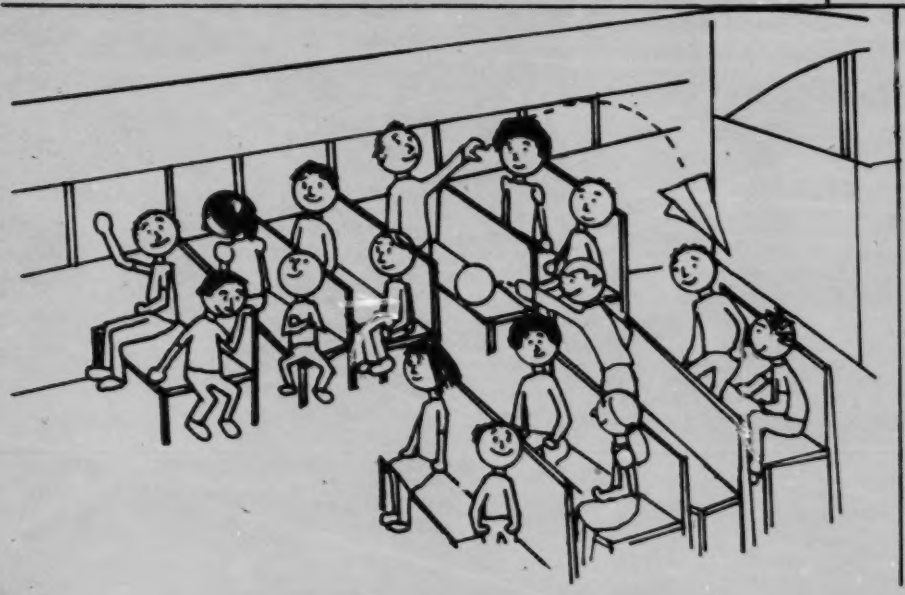
201

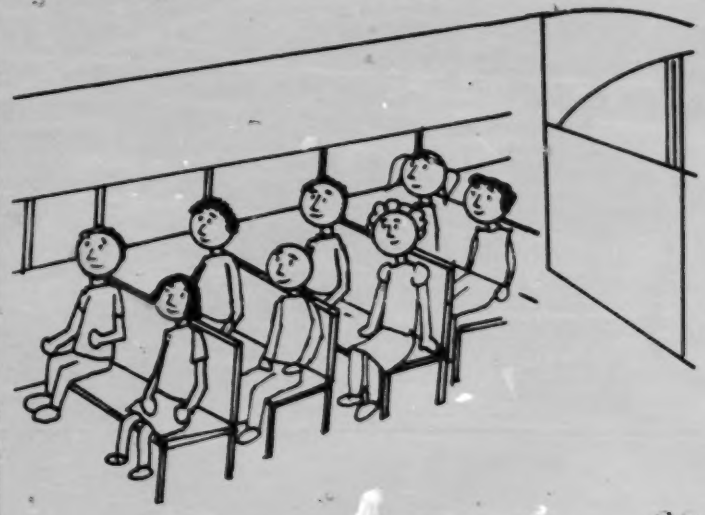
## Riding The Bus

On this page there are four pictures illustrating riding a bus to school. Study the pictures and then write a sentence about each picture.





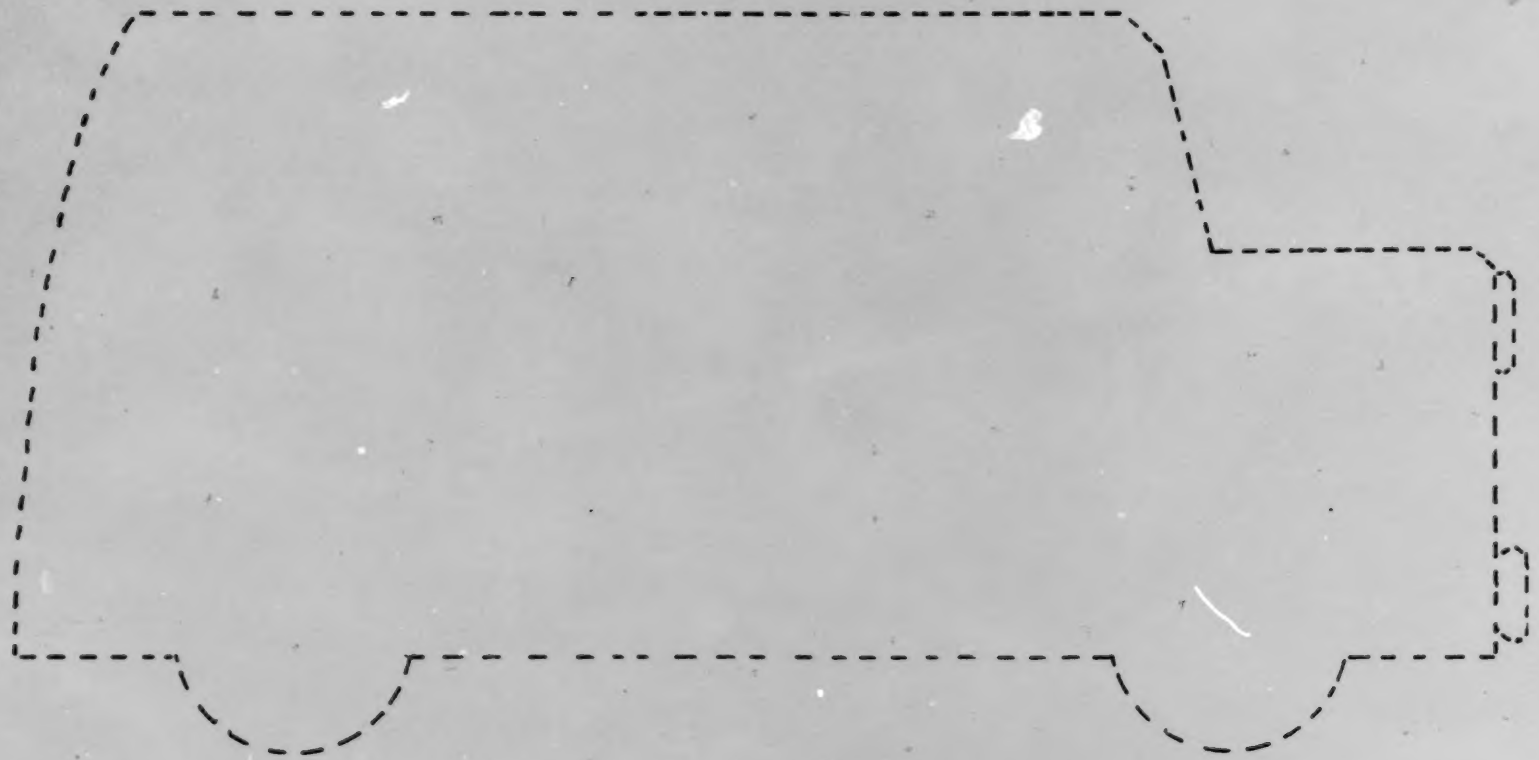




# Fun with Words

List words that show action, name, or describe the situation below:

| WALK TO THE BUS | AT THE BUS STOP | RIDING ON THE BUS | EXITING FROM THE BUS | THE BUS |
|---|---|---|---|---|
| | | | | |




225

224

## What's in a Word

Using a describing word to fill in the spaces below.

Example: ___yellow___ bus
___slow___ speed
___round___ tires

1. _____ wheel
2. _____ wipers
3. _____ doors
4. _____ windows
5. _____ seats
6. _____ horn
7. _____ floor
8. _____ lights
9. _____ mirrors
10. _____ noise

## How Much Do You Remember?

Donald was surprised to see so many children on the school bus. Rows and rows of seats lined the floor of the school bus. In front was the bus driver's seat. The emergency door was located at the rear of the bus. Each child sat in his seat. The seats were black leather and very comfortable. The windows were shiny and clean. All of the windows were closed because the bus was air conditioned. If a bus window was opened or damaged, Donald knew he had to report it to the bus driver before the bus started to go. Donald was happy because he was going on a field trip to the airport.

Answer the following questions:

A. What was comfortable and black leather?

_____

_____

B. What was shiny and clean?

_____

_____

C. Where was the emergency door located?

_____

_____

D. Who should Donald tell about an open window?

_____

_____

E. Why was Donald happy?

_____

_____

F. Why did Donald have to use a bus to get where he wanted to go?

_____

_____

g. Who else was on the bus besides Donald?

_____

_____

H. Where did each child sit?

_____

_____

## HOW MUCH DO YOU REMEMBER?

DONALD WAS SURPRISED TO SEE SO MANY CHILDREN ON THE SCHOOL BUS. ROWS AND ROWS OF SEATS LINED THE FLOOR OF THE SCHOOL BUS. IN FRONT WAS THE BUS DRIVER'S SEAT. THE EMERGENCY DOOR WAS LOCATED AT THE REAR OF THE BUS. EACH CHILD SAT IN HIS SEAT. THE SEATS WERE BLACK LEATHER AND VERY COMFORTABLE. THE WINDOWS WERE SHINY AND CLEAN. ALL OF THE WINDOWS WERE CLOSED BECAUSE THE BUS WAS AIR CONDITIONED. IF A BUS WINDOW WAS OPENED OR DAMAGED, DONALD KNEW HE HAD TO REPORT IT TO THE BUS DRIVER BEFORE THE BUS STARTED TO GO. DONALD WAS HAPPY BECAUSE HE WAS GOING ON A FIELD TRIP TO THE AIRPORT.

Answer the following questions:

A. WHAT WAS COMFORTABLE AND BLACK LEATHER?

*(The seats were black leather and very comfortable.)*

B. WHAT WAS SHINY AND CLEAN?

*(The windows were shiny and clean.)*

C. WHERE WAS THE EMERGENCY DOOR LOCATED?

*(The emergency door was located at the rear of the bus.)*

D. WHO SHOULD DONALD TELL ABOUT AN OPEN WINDOW?

*(Donald knew he should tell the bus driver.)*

E. WHY WAS DONALD HAPPY?

*(Donald was happy because he was going on a field trip to the airport.)*

F. WHY DID DONALD HAVE TO USE A BUS TO GET WHERE WE WANTED TO GO?

*(Donald had to use a bus because the field trip to the airport was too far to walk.)*

G. WHO ELSE WAS ON THE BUS BESIDES DONALD?

*(Other children and the school bus driver.)*

H. WHERE DID EACH CHILD SIT?

*(Each child sat in his seat.)*

## My Field Trip Story

Using the words below, write a story about an exciting field trip.

1. Bus
2. Yellow
3. Wheels
4. Doors
5. Windows
6. Seats
7. Tires
8. Wipers
9. Driver
10. Horn

## RESOURCE LIST

### ORGANIZATIONS

Aetna Casualty and Surety Company, Driver Education Services, 151 Farmington Avenue, Hartford, Connecticut 06115.

Allstate Insurance Company, 7770 Frontage Road, Skokie, Illinois 60076.

American Automobile Association, 1712 G Street NW., Washington, D. C. 20006.

American Automobile Association-North Carolina, Carolina Motor Club, Inc., 701-3 South Tryon St., P.O. Box 60, Charlotte, North Carolina 28202.

Bicycle Manufacturer's Association of America, 1101 15th Street NW., Suite 304, Washington, D.C. 20005.

National Bicycle Dealers Association, 29025 Euclid Avenue, Wickliffe, Ohio 44092.

National Education Association, American Association for Health, Physical Education and Recreation, 1201 16th Street NW., Washington, D. C. 20036.

National 4-H Service Committee, Inc., Program Services, 150 North Wacker Drive, Chicago, Illinois 60606.

National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

North Carolina Department of Motor Vehicles, Traffic Safety Education Division, 1100 New Bern Avenue, Raleigh, North Carolina 27611.

North Carolina Department of Public Instruction, Education Building, Raleigh, North Carolina 27611.

North Carolina Department of Transportation, Bicycle Coordinator, P.O. Box 25201, Raleigh, North Carolina 27611 (for bikeways information).

North Carolina State University, Agricultural Extension Service, Department of Agricultural Information, Box 5037, Raleigh North Carolina 27607.

Schwinn Bicycle Company, 1856 Kastner Avenue, Chicago, Illinois 60635.

University of North Carolina at Chapel Hill, Highway Safety Research Center, Craige Trailer Park, Chapel Hill, North Carolina 27514.

The Wheelmen, 6239 Anauista, Flint, Michigan 48507.

## RESOURCE LIST - SCHOOL BUS SAFETY

### FILMS

Bus Driver's Helpers. (1968, 16 mm, color, 10 min.) Explains proper school bus conduct to elementary pupils. Available for purchase from AIMS Instructional Media Services, Inc., P.O. Box 1010, Hollywood, California 90028.

How To Board a School Bus. (1969, 16 mm, b&w, 9 1/2 min.) Aimed at the primary child, film outlines safety features for children who ride the school bus from their rural homes to school. Available from New Zealand National Film Unit, Darlington Road, Wellington 3, New Zealand.

Riding Your School Bus. (1973, 16 mm, color, 9 min.) Children are shown using safety practices on the way to their bus stop, while getting on and off the bus, and during the bus ride. Available from Virginia Department of Education, Film Production Service, P.O. Box 60, Richmond, Virginia 23216.

School Bus Patrol. (1963, 16 mm, color & b&w, 14 1/2 min.) Shows how a school bus patrol operates. Available for purchase or loan from American Automobile Association Foundation for Traffic Safety, 1712 G Street, NW., Washington, D.C. 20006.

School Bus Safety With Strings Attached. (1964, 16 mm, b&w, 18 min.) Using folding chairs and student volunteers, the narrator creates a hilarious school bus ride to demonstrate the rules of passenger safety and etiquette. Available for purchase from National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611. Stock No. 278.13.

### FILMSTRIPS

Get 'em Out Safely. (1972, 2x2 slides, with script, color, 30 slides) Gives bus drivers step-by-step pointers concerning major aspects of emergency evacuation, including prior planning and dry-run drills for school children. Available from National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

School Bus Safety - Loading and Unloading. (1972, 2x2 slides, color, script, 30 slides) Points out the special hazards inherent in transporting youngsters and reviews safe procedures designed to avert those dangers. Available from the National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

## BOOKS FOR TEACHERS

American Automobile Association. School Transportation--A Guide for Supervisors. How to organize and administer a school bus safety program; 64 pages. American Automobile Association, Carolina Motor Club, 701-3 South Tryon Street, P.O. Box 60, Charlotte, North Carolina.

American Automobile Association. Teacher's Triptik. Your guide for the traffic safety program; for grades 1-9. American Automobile Association, Carolina Motor Club, 701-3 South Tryon Street, P.O. Box 60, Charlotte, North Carolina.

## BOOKS FOR CHILDREN

Beim, Jerrold. Andy and the School Bus.

Conkling, Fleur. The Bingity Bangity School Bus.

Fine, Aaron. The School Bus Picnic.

Schave, C. R. Stop-Look-Listen.

## BOOKLETS, LEAFLETS, AND MAGAZINES

Bus Safety. Instructor. August/September, 1972, pp. 112, 113.

Here Comes the School Bus. 12 basic rules for children who ride school buses. National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

Join the School Bus Safety Team. 16 pages. Channing L. Bete, Inc., 45 Federal Street, Greenfield, Massachusetts 01301.

School Bus Patrol. (Student participation in safe operation of school buses.) American Automobile Association, Carolina Motor Club, 701-3 South Tryon Street, P.O. Box 60, Charlotte, North Carolina.

School Bus Patrols. Organization and recommended procedures for emergency situations. American Automobile Association, Carolina Motor Club, 701-3 South Tryon Street, P.O. Box 60, Charlotte, North Carolina.

Tips for Safe School Bus Riding. (Cards, free.) American Automobile Association, Carolina Motor Club, 701-3 South Tryon Street, P.O. Box 60, Charlotte, North Carolina

## SONGS

Ginn and Company. Singing On Our Way - "The Bus."

Ginn and Company. The Kindergarten Book - "In a Bus We Come," "Who Will Ride the Bus."

## TRANSPARENCIES

Problem Solving in Everyday Safety. A transparency set covering school bus, pedestrian, and automobile safety. John Wiley & Sons, Inc., Publishers, 605 Third Avenue, New York, N.Y. 10016.

## INSTRUCTIONAL MATERIALS

How Do You Go To School? (Bus Safety). Instructive Devices, Inc., Pawtucket, Rhode Island 02860.
Packet includes:
- 1 - 35 mm filmstrip
- 1 - sing-a-long cassette
- 30 - cartoon booklets
- 1 - LP record
- 1 - talk-a-long cassette
- 12 - safety posters
- Teaching Guide

This program covers 22 important rules for school bus safety in song, verse, and narration.

School Bus Safety Set No. 104. Walt Disney Study Prints, Walt Disney Films, 545 Cedar Lane, Teaneck, New Jersey 60068. (A series of nine study prints. Each print contains teaching aids and suggested activites printed on the back.)

# PASSENGER SAFETY

## Level B

PASSENGER SAFETY--LEVEL B

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PASSENGER SAFETY--LEVEL B

MASTERS FOR REPRODUCTION


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# PASSENGER SAFETY UNIT--LEVEL B

## INTRODUCTION

How many times a day do your students perform the simple act of opening a car door? It's a simple task--one which should be accompanied by a few simple safety habits. These habits can form the foundation for life-long concern for the safety of themselves and others in vehicles. The unit is designed so that you may help your students develop safety habits.

One of the most important elements in passenger safety is the use of the safety belt. Over 2000 children are killed each year in motor vehicle crashes. Proper use of safety belts and child restraint systems could slash that gruesome statistic considerably.

Safety belts should be worn at all times. Three of four accidents happen within 40 kilometers (25 mi.) of home with many children being involved. Children as well as adults who are passengers in cars should always wear a safety belt, even if they have never been involved in an accident. Passengers, especially children, should always remember that when they get into a car, they should always take safety with them. And it is easy to take safety with them if they follow good safety practices like wearing their safety belts.

It is also the goal of this unit to teach good passenger behavior when entering, exiting, and riding in a car, and to aid in the development of the student's awareness of safety as a responsibility for others, as well as for themselves. This unit is also presented so that the teacher can assist in this development of the skills that are necessary for the desired behavior in children as passengers in a car.

## UNIT OBJECTIVES

1. To develop responsible and safe passenger behavior in the children while entering, leaving (exiting), and riding in an automobile by:

-Informing the children as passengers in a car of the recommended procedures for entering, exiting, and riding in a car.

-Enabling the children to assess possible dangers and to form good habits in order to avoid or respond to those dangers.

2. To stress the importance of wearing safety belts by:

-Informing the children of the reasons for wearing safety belts: the safety lap belt and/or the lap/shoulder belt combination; and the types of safety belts.

-Enabling the children to avoid hazardous activities while riding in a car by following the recommended procedures of safety belt usage.

## PASSENGER SAFETY UNIT CHECKLIST FOR TEACHERS

This Passenger Safety Unit Checklist is provided as a guide to assist you in determining your children's knowledge in this content area about passenger safety practices.

1. Do the children open the door on the curbside only when getting into a car? Exiting?
2. Do they close the door securely and lock it? Why?
3. Do they play in cars or get into cars without their parents or a responsible adult?
4. Do they know the best and safest way(s) to ride in a car?
5. Do the children wear safety lap belts while riding in a car?
6. Can the children give reasons as to how wearing safety lap belts can help them while riding in a car?
7. Do the children know the two basic types of safety lap belts? Can they identify or describe each?
8. Can the children give reasons for safety belts being helpful to the driver?
9. Can they list precautions a passenger must observe to keep himself and others safe?
10. Do the children know why proper positioning and adjustment of a safety lap belt is important?
11. Do the children know what a safety lap/shoulder belt combination is?
12. Do they know why it is recommended that children who measure under 140 centimeters (4'7") should not wear the shoulder/lap belt combination? Who recommends this?
13. Can they identify special safety restraints for smaller children to use while riding in a car?
14. Are the children aware of other safety devices that are found in a car?
15. Do they know the four steps that they should follow when preparing for a ride in a car?

16. Do they practice safe passenger behavior while riding in a car?
17. Do they talk to the driver of the car while riding? Is this safe? Does it distract the driver?
18. Do the children keep their head, hands, and arms inside the car?
19. Do they play with the door handles or lock buttons? Is this safe? Why?
20. Do they remain seated in the car until the car stops before exiting?

PASSENGER SAFETY--LEVEL B

CONCEPT I: ENTERING AND EXITING THE CAR

OBJECTIVE:

The children will be able to demonstrate or describe the proper way to enter or exit a car and develop an awareness of the value of safe, responsible passenger behavior.

CONTENT FOR DISCUSSION:

Entering or exiting a car should be done from the curb side of the car only in order to avoid any dangers such as being hit by an oncoming car. After entering a car, the passenger should lock the door, fasten securely the safety belts, and remain seated for the duration of the car ride. Never get into cars without being accompanied by a responsible adult. Never play in cars. After exiting from a car on the curb side, walk to the nearest intersection to cross the street. Do not cross between parked cars.

ACTIVITIES:

1. Introduction. To introduce this concept, distribute or discuss Master for Reproduction #1, "Safe Riders Are Important, Too," page 230. The procedures for entering a car may be illustrated using Masters for Reproduction #2-4, pages 231-3. Discuss exiting a car and allow time to ask and/or answer any questions that the children might have.

2. Role-play. Place four chairs together so as to form the shape of a car. Have the children dramatize the procedures for entering and exiting from a car.
   a. Have the children discuss if a child made an error in exiting.
   b. Have the children decide what the error was and how to change it.
   c. Set up a few role-playing episodes. For example, your mother

parks the car on the north side of the street. You see a friend waving to you on the south side of the street. What do you do?

3. Observation.[7] Have the children look at cars arriving at or leaving the school; ask questions related to procedures for entering and exiting a car correctly.

   -Are the cars using the passenger loading and unloading zone properly? Why is this important?

   -Are the passengers getting on or off where it is safe to do so?

4. Show Me. Have the children draw pictures illustrating the procedures for entering and/or exiting a car and color them, following the guidelines given in Masters for Reproduction #2-#4, pages 231-3. The children can make a booklet using their illustrations.

5. Bulletin Board.[1] Cover the bulletin board with butcher paper. Give each child a section to color a picture of himself entering and exiting from a car.

   Note: This activity allows the teacher to evaluate the children's entering and exiting procedures.

6. Making a Car.[1] Give the children a rectangular piece of manila paper. Have them draw an outline of a car on the paper. Have them cut out the car. Tell the children that they have a car and ask them how people get into and out of it. After this has been discussed, give them a small piece of paper. Tell them to design two doors on the left side of the paper. On the side of the crease, place glue and attach these strips to the position of the doors on the car. They can color windows, handles, etc., on the door. Discuss the door, its purpose, and how to use it, and define it as an exit. They can color passengers at the section behind the doors. Color the car to complete the drawing. These drawings could be placed on the bulletin board to form the word "exit."

7. Hands On![1] Arrange for a car to be placed at an outdoor location where the children can demonstrate exiting procedures.

   Variation: Have two or more children at the same time dramatize exiting from the various locations, e.g., front seat, rear seat, behind driver, and passenger opposite driver in the rear.

8. Discussion Starters.[4] Read the following situations and questions to the class as discussion starters. Ask the children to make up additional situations of their own, using incidents from their own experiences if possible.

   a. Dale's mother always picked up Dale and his friend Rick after their scout meetings. One afternoon, Dale's mother was parked across the street from the place where the meetings were held. Rick saw her, carefully crossed at the corner, walked back to the car, and got in on the curb side. He closed and locked the door and fastened his safety belt. Dale was late. When he finally appeared, his mother called across the street, "Hurry up! I've got to get home!" Dale dashed across the street in the middle of the block and climbed into the car on the street side. As he did so, a passing motorist angrily blew his horn and swerved to avoid hitting Dale.

      (1) Who was at fault in this situation?

      (2) In how many different ways could this situation have been avoided?

      (3) Has this kind of thing ever happened to you? If you had been Dale, what would you have done?

   b. Glenn, Alan, and Tracy were returning home from a school program. Glenn's father had parked his car and was waiting for the children. As they reached the car, Glenn opened the front door for Tracy because she was only 5 years old and sometimes had trouble opening the door. Alan opened the back door, sat down, and started to close the door. "Hey! Wait for me," shouted Glenn, "Oh, go around," said Alan. "No, Alan, scoot over!" answered Glenn.

(1) Why do you think Alan told Glenn to go around to the street side? Do you think he did it because he was angry with Glenn?

(2) If you had been Glenn, what would you have done next?

(3) Suppose Glenn did go around to the street side and was hit by a car. Whose fault would that have been? If that had been Alan, how would you have felt?

c. "I'll bet you I can be the first one in the car with my safety belt fastened!" shouted Jean to Maria and Sally as they started to the street where the car was parked. The challenge was accepted, and each child started for a separate door.

(1) Which rule for entering a car was not followed?

(2) What could have happened?

(3) What do you think of the idea of playing games in or near traffic environments?

9. Situation Puzzles.[1] Read the following situations and questions to the class as discussion starters (or have the students read the situations and lead the discussions). Ask the children to make up additional situations of their own, using incidents from their own experiences if possible. This activity adapts well to small group participation.

a. Meredith woke up one morning to find that nearly 10 cm (4 inches) of snow had fallen during the night. By the time she was ready for school, the streets had been cleared, but the sidewalks were still covered with snow. After much persuasion, Meredith convinced her mother to drive her to school. As they approached the school, Meredith realized that a lot of other parents were also driving their children to school. There was a lot of traffic. Meredith's mother stopped the car at the curb in front of the school. Meredith was sitting in the front seat. She tried to open the car door on the curb side, but it would not budge. The snow plow had cleared the street, pushing a high pile of snow all along the curb. The school buses were

beginning to arrive. Meredith had to get out of the car!

(1) What different things could Meredith and her mother do? Would it have made a difference if she were sitting in the back seat instead of the front seat?

(2) If you had been Meredith, what would you have done?

(3) If you were the school principal, what ways could you suggest for solving the problems of students brought to school in cars by their parents?

b. Tracy's mother had agreed to drive Tracy, Brenda, and Kim to the church where they were to attend a meeting. Tracy was sitting in front with her mother. Brenda and Kim were riding in the back seat. Tracy's mother stopped her car at the curb in front of the church. Tracy and Brenda got out on the curb side. Kim was about to get out on the street side. "I'll open the door just a crack," she thought to herself as she opened the door slightly. She didn't see anything. But just as she was about to open the door wider, she thought she heard a car. "I'd better look again," she thought. But she didn't have to look again because just at that moment a car whizzed past. After checking a third time, Kim was satisfied that it was safe to get out. She stepped from the car, closed the door, and walked around the front of the car and onto the sidewalk.[4]

(1) Did Kim follow the recommended procedures for exiting from a car? Why is it recommended that passengers who must get out on the street side, walk around behind the car instead of in front of it? How important do you think this is?

(2) Did Kim have to get out on the street side? What are some reasons you can think of why she might have gotten out on that side?

(3) Why might Kim not have seen the car that came by when she looked the first time?

(4) Do you often get out of a car on the street side? Do you think there is much danger? If you do get out on the street side sometimes, are you satisfied that it is worth the risk?

## Safe Riders Are Important, Too!

When you get into a car, don't forget to take safety with you. It is easy to take safety along for the ride if you follow certain rules.

Astronauts must check many things before they blast off. Why not check things before you take off? Say to yourself:

1. Did I get in the car from the curb side?
2. Did I shut the door securely?
3. Did I lock the car door?
4. Is my safety belt on?

Can you answer yes to these questions every time you get into a car?

A bus is like a car--both are to ride in. Act safely in both. Leave the driver alone. Sit quietly. Do not yell and shout. When a car or bus comes to a railroad crossing, stop all talking. Put trash in a bag in the car or bus.

When these rules are followed, safety will ride with you. A safe rider is just as important as a safe driver!

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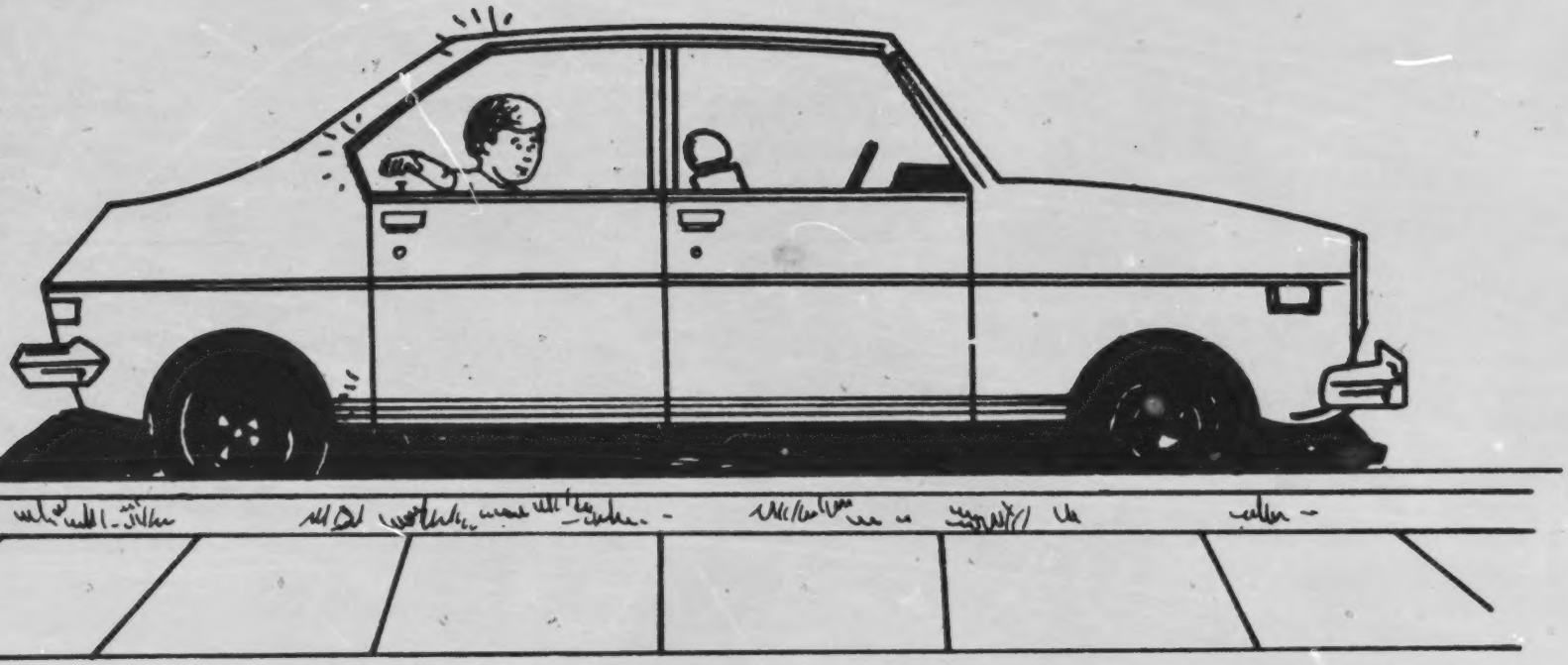

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3

PASSENGER SAFETY--LEVEL B

CONCEPT II: WHY WE USE SAFETY BELTS

OBJECTIVE:

The children will be able to explain the importance of safety belt usage, how to use them correctly, and develop an awareness of the dangers involved when not wearing safety belts.

CONTENT FOR DISCUSSION:

One of the most important elements in passenger safety is the use of safety belts. Safety belts should be worn at all times when riding in a car to avoid any danger of accident or injury. When fastened and adjusted properly, safety lap belts and/or shoulder-lap combination belts can prevent passengers from being thrown forward when a car makes a sudden stop. Safety belts offer safety benefits to the driver by keeping children in a proper position, away from the driver, enabling him to concentrate on the driving task.

ACTIVITIES:

1. Introduction.[1] To introduce the lesson, conduct a class discussion on purposes of wearing safety belts, using the airplane as an example.
   a. Ask the following questions and allow time for discussing the need for safety belts:
      (1) How many of you have taken a trip on an airplane or seen movies or television programs about airplane trips?
      (2) What is one of the first things the stewardess asks you to do when the plane is ready to leave? ("Ladies and gentlemen, please fasten your safety belts.")
      (3) What does the stewardess ask you to do just before the plane lands? ("Ladies and gentlemen, please fasten your safety belts.")

b. Discussion of safety lap belts:

(1) Is an airplane the only place a safety belt is used or important?

(2) How can safety lap belts help us in cars?

(3) Is there any difference in a safety lap belt in a car and an airplane? What? (You wear a lap belt at all times in a car; experienced plane travellers do, too.)

(4) Why should safety lap belts be used?

2. Buckle Up [1] Have the children describe and/or discuss the various types of safety lap belts (push button or lever release) and why it is important for them to know how each safety belt releases. Use Master for Reproduction #5, page 251, to show the two types of safety lap belts and discuss the features of each.

3. A Good Fit.[1] Use Master for Reproduction #6, page 252, to discuss the proper placement and adjustment of the safety belt. Tell why a secure, but not a too tight, fit is necessary. (An improperly adjusted safety belt can be just as dangerous as no safety belt at all.)

4. Hands On.[1] Use your car or, with permission, use a teacher's car that is equipped with safety belts. Have the children practice demonstrating the procedures for using safety lap belts as listed below:

a. Sit and align yourself with belt and buckle.

b. Make your adjustment by holding your buckle at a right angle and pulling. This will lengthen the belt.

c. Snap the metal (male) insert into the buckle (female). (Most buckles are attached with metal to metal.)

d. Pull the end of the belt that extends out of the buckle until the belt fits snugly. (Review proper positioning.)

e. To release the belt, most belts have two different procedures. One is to press a button in the middle of the buckle. The other is to lift on some portion of the buckle.

5. Role-play.[1] The teacher should choose one child to role-play in

each of the following situations as they are read and discussed:

a. Not fastening the safety belt. Relate a situation such as this:

Johnny is riding to the store with his mother. He is standing on the floor in the back with his arm over the front seat, and he is looking out of the window without his safety belt fastened. Suddenly mother slams on the brakes. What could happen to Johnny?

b. Fastening the safety belt loosely. Relate a situation such as this:

Sally goes riding with her father. She has fastened her belt loosely so that she can watch out the back window. Sally's father quickly turns the corner. What could happen to Sally?

c. Fastening the safety belt securely and snugly. Relate a situation such as this:

Billy and his mother are on their way to Grandma's house. Suddenly, a dog runs out in front of the car. Billy's mother quickly steps on the brakes. Is Billy in as much danger as Sally or as Johnny? Why not?

d. Use the following questions as discussion questions:

(1) Who was the safest boy or girl? Why?

(2) Which boy or girl would you want to be? Why?

(3) What is the best and safest way for you to ride in a car?

6. Humpty Dumpty.[1] Read aloud the story, "Almost a Humpty Dumpty."

Note: This story stresses the importance of wearing a safety lap belt with an emphasis on pulling it snugly. Masters for Reproduction #7, #8, #9, pages 253-5, can be used as overlays with the story.

Almost a Humpty Dumpty

When you get in the car, what is the first thing you do? That is an easy question. You buckle up. You fasten your safety belt. If you

do not, you are taking a big chance. There is one other thing you must do.

Look at the poster. Look at the girl. What is she doing? She is pulling the safety belt. She is making it snug. Do you always make your safety belt snug?

Here is the story about the girl in the poster.

Lucy liked to ride in the car. She liked to look out of the window. She liked to see new places. Her mother and father told her: "Always put on your safety belt when you get in the car." Lucy put on her safety belt, but she did not pull it snug.

Lucy thought: "If I pull the safety belt snug, I will not be able to move around and see out of all the windows."

One day Lucy and her father went for a drive. A car in front of them stopped quickly. Lucy's father stopped quickly, too. Lucy flew forward. She bumped her head. The bump hurt.

Lucy's father said, "If you had pulled your safety belt snug, you would not have bumped your head."

The bump did not hurt too long, but Lucy always remembered this lesson.

Do you know what this lesson is?

lupl oyru faytes tebl gusn
(pull your safety belt snug)

Unscramble the letters. Put them in the right order. Then you will know what the lesson was (adapted from School Safety Magazine).

Write the phrase on the chalkboard and have the children unscramble it.

7. Safety Survey. Take a classroom survey to see how many children wear their safety lap belts when they ride in a car, and then post the results on a chart or bulletin board. Why do they wear them? Why not? Have the children observe their families to see who does or does not wear his safety belt when riding in the car and report this in class.

8. Different Strokes for Different Folks. To introduce the proper use of the shoulder-lap belt combination, discuss the importance of authorities recommending that only individuals who measure more than 140 cm. (4'7") to use only this safety belt combination.

Teacher Information.[8] Auto manufacturers and highway safety experts say that no one smaller than 140 cm. (4'7") should use the shoulder harness. For children that measure under the 140 centimeters, the National Highway Traffic Safety Administration has issued safety standards for special safety restraints. The shoulder harness strikes them at the neck or face level, rather then across the chest as it does with adults. Therefore, for the size of the children in K-2, use of the shoulder harness is NOT recommended. In late model cars, most safety belts in the front seat are designed so that the shoulder strap cannot be detached from the lap belt. Small children should not wear this combination. They should sit in the back seat and use a lap belt or put their right arm over the shoulder strap. Improper use of a shoulder strap may choke a small child in an accident.

Note: See suggested activity #18 for discussion of safety belts for small children.

a. Teacher-Directed Discussion:
   (1) Do you know what a shoulder-lap safety belt combination is?
   (2) Why is it only recommended for individuals measuring 140 cm. (4'7") or taller?
   (3) What injuries might occur to the smaller child who uses this safety belt combination?
   (4) What should small children do if the shoulder strap cannot be detached from the lap belt? (Sit in the back seat.)

9. Measure Up.[1] Have the children choose a partner and measure the heights of each other. List on the chalkboard the names of the children who are tall enough to wear the shoulder-lap safety belt

combination. With masking tape, mark the height 140 centimeters on the door trim in the classroom so that the children will be able to measure themselves during the school year. The teacher should measure herself as well.

10. Mural.[1] Draw a large mural of a street scene showing that there are many places where cars need to stop quickly. Children can paint, draw, or paste cut-out pictures of buildings, trees, cars, trucks, or people on the mural. Use the following for teacher-directed discussion:

    -Drivers in cities have to make many stops: it is important to wear safety belts when driving on city streets and highways.

    -In rural areas where there are many uncontrolled intersections (no signal lights or stop signs), drivers must always be prepared to stop.

    -Discuss trouble spots in the school neighborhood where quick stops may occur.

    After this discussion, show the audio filmstrip, "Your Adventures in Traffic," Part IV, and invite other questions that the children might have.

11. Safety belt crossword puzzle[1] to be used as group activity related to safety belt usage (Master for Reproduction #10, page 256). Give the children the handout or duplicate it on the board. After the puzzle has been completed, have the children use the words to make a sentence on the lines.

    Answers:

| Across | Down |
|---|---|
| 2. lives | 1. save |
| 4. belts | 3. safety |

    Sentence: Safety belts save lives.

12. Songs related to Safety Belt usage:[1] "When Mother Drives the Car" and "Whoever You Are" on the activity sheet at the end of this concept area, page 250. When introducing the songs to the children, place emphasis on the safety belt and its importance.

13. Safety Corner. Construct a safety corner in the classroom to include ideas from the children relating to safety belts (i.e., construct or have children help you to construct a mock car with both safety lap belt and shoulder belt to be used in class demonstrations or discussions).

14. Tag It.[1] Have the children to decorate tags to be hung in the family car to remind the driver and other passengers to buckle up for safety.

    Variation: Give each of the children a small brown paper bag. Have them cut out a hole approximately 5 cm (2") in diameter in order to hang the bag on a knob in the car. Have them make a design on it that serves as a reminder to wear safety belts.

15. Safety Bug Skit. This simple two-character skit does not require a stage and can be presented with a minimum of advance preparation. Teachers and group leaders may adapt the basic skit to suit the class. See page 245.

16. A Read Aloud Story - "Big Brother Mike." This story can be used in class presentations for discussion of safety belt usage. The story is at the end of the concept, page 248.

17. Inertia Demonstration.[1] To demonstrate safety belt purposes this inertia experiment can be used as a science activity:

    a. In a seated position, place a doll or puppet in a toy wagon. Set the wagon into motion with a sudden pull. Observe that the doll or puppet falls backward. Place it upright again. Set the wagon into motion slowly. Stop the wagon quickly by having it strike an obstacle. This can also be done with blocks stacked in a wagon.

b. The teacher pulls a wagon with a child in it. Make a sudden start and observe the reaction of the child. (He will grab the sides of the wagon to steady himself.) Compare this reaction with the reaction of a passenger in a car when the car moves forward quickly. (A car has a back support to keep passengers from falling backward, but the initial forced movement backward is the same.) On an experience chart, record the conclusions based on this activity. A booklet from this chart can be made as a review by the children.

c. The teacher selects another child to sit in the wagon. This time make a slow gradual start, then make an abrupt stop. Observe the reaction of the child. (He is thrown forward and will again grab the sides of the wagon to support himself.) Compare the action of the child in the wagon to that of a passenger in a car. Elicit from the children that a sudden stop causes passengers to be thrown forward either toward the dashboard or into the back of the front seat, unless of course they are wearing safety belts. Record the activity on an experience chart as suggested in the above activity.

d. As a variation to the above activity (inertia experiment) repeat the above activity, this time making sharp right or left turns (introduce centrifugal force). The teacher should observe the reaction(s). (The child will lean in the opposite direction of the turn and hold onto the wagon to maintain balance.) Discuss the reaction again; comparing the classroom activity to the reaction of car passengers. Record the activity and conclusions on an experience chart as suggested earlier.

e. Teacher-Directed Discussion: In the preceding activities, we have seen demonstrations of situations that show what happens when a passenger is not securely fastened in his vehicle. Is there anything we, as passengers in a car, can do to keep us from falling or being tossed about in a car if it turns, starts, or stops suddenly?

Possible answers:

(1) Sit down.

(2) Wear a safety belt.

Question: Can you think of any other devices in a car which are designed to keep us from being injured?

Possible answers: Padded dashboard or instrument panel, sun-visors, and head restraints on back of front seats. Relate the padding and helmets which football players use to protect their bodies during the game as opposed to a man trying to play the game in street clothes.

18. Little People. The diagrams shown on Master for Reproduction #11. page 257 , can be used to illustrate the various types of car seats and baby carriers for small children. Use the following teacher information when discussing safety restraints for small children:

Diagram A:
Infants under 9 months of age should ride in a bed or carrier with a net or straps over the top. The carrier should be deep enough to keep the baby from being thrown out in case of a sudden crash or stop.

Diagram B:
For children from 9 months to 4 or 5 years of age, the child should be protected by a special traffic restraint. The National Highway Traffic Safety Administration has issued safety standards for such restraints. If the device was manufactured after April 1, 1971, it is an approved design.

Diagram C:
For children over 4 years of age, the National Highway Traffic Safety Administration recommends a regular safety belt, pulled firmly around the hips. For children taller than 140 cm. (4'7"), the National Highway Traffic Safety Administration recommends the use of both the safety belt and the shoulder harness.

Use the device that is right for the child and the car. The law required that a label appears on the car bed or car seat specifying the type of car, seating position, and the maximum height and weight of the user.

Variation: Ask a local driver education instructor to bring in a driver education car to demonstrate all safety designed in cars, with an emphasis on safety belts and safety seats and carriers for small children.

## Be a Bug on Safety

This simple two-character skit does not require a stage and can be presented with a minimum of advance preparation. Teachers and group leaders may adapt the basic skit to their own situations, increasing the number of characters and adding to the dialogue and action as desired. Improvisation is encouraged so long as it fits the situations and teaches safety. Scenery may be varied with whatever materials are available. Costumes may be very easily made from paper or cloth worn over regular clothing. "Feelers" can be made from heavy coated wire.

It would be helpful to present the skit as part of a safety program including a discussion of the safety guidelines on the Safety Bug Pledge Card by the teacher and/or outside speakers, such as police officer, school or city official, doctor, or others.

CHARACTERS: Mother (can be played by an adult).
Susie (can be played by an older child, from 9 to 13 years old).

SCENE: Make-believe automobile set-up. Chairs may be used for car seats. Front seats should have belts attached that can be fastened like seat belts. Turn two chairs upside down to represent the shelf behind the back seat. As the scene opens, Mother is putting library books on the "shelf" from a stack on the floor by the "car." There is an umbrella already on the "shelf."

MOTHER: (Calling offstage as she puts the last books in the car.) Susie! Susie! Hurry or we'll miss the school bus.

SUSIE: (Running in, wearing Safety Bug costume and putting on feelers.) I'm here, Mom. Oh, Mom, don't put those books in back like that.

MOTHER: But I have to return them to the library. What's the matter?

SUSIE: They just told us in school yesterday that books or toys or anything hard--like that umbrella there--should be put on the floor and not on the back shelf of the car. If you have to stop suddenly, anything loose like that can fly off like--like an unguided missile--and hit you in the head and hurt you.

MOTHER: I never thought of that. Okay, I'll put everything on the floor. (She does so, while Susie goes round the car, gets in, and "locks" her car door.) What's that you've got on your head? (She climbs in behind the wheel, closes door.)

SUSIE: It's my feelers. (Fastens her seat belt.)

MOTHER: Oh. Lock your door, honey. (Locks her door.)

SUSIE: I locked it, Mom.

MOTHER: (Surprised) Good girl. Now--

SUSIE: (Quickly, to beat her mother to it) FASTENYOURSAFETYBELT! Mine's fastened!

MOTHER: (Fastening her belt) Heaven's sakes! You've turned into a regular little bug on safety all of a sudden. ("Starts" the car.)

SUSIE: (Clapping her hands) That's it, Mom! I'm a Safety Bug!

MOTHER: (Looking hard at her) Safety Bug? Feelers? Oh--feelers! ("Drives" away.) Okay, little Safety Bug, we'll buzz along and you tell me all about it.

SUSIE: Well, we're starting a Safety Bug Club at our school, so we're going to have a play today and I'm the Safety Bug and I get to pass out the pledge cards and the membership buttons, and this is my costume.

MOTHER: What's a Safety Bug Club? I never heard of it, but it sounds good.

SUSIE: It's to get all us kids to be careful when we're riding in cars. Like always lock our car doors and fasten our safety belts. Sit

still when the car is moving. Things like that.

MOTHER: (Smiles) And don't put books or umbrellas on the back shelf of the car?

SUSIE: Well, that isn't on the pledge card, but it's a good idea. Safety Bugs are supposed to follow all the safety ideas we learn because that way we "Get the Safety Habit!"

MOTHER: That's a very good habit to get. And what are the feelers for?

SUSIE: They're to remind all us Safety Bugs to be alert and keep our eyes and ears open and watch for cars coming when we cross the street.

MOTHER: Maybe grownups ought to have feelers when they drive a car.

SUSIE: Oh--something else. Safety Bugs are supposed to keep bugging themselves and other kids and even their Moms and Daddies to "Get the Safety Habit!

MOTHER: All right, you bug us if we forget--especially your Daddy! ("Brakes" the car.) Here we are, and there's the bus a block away. (Susie unfastens her belt.) Now don't get out till I pull over to the curb and stop.

SUSIE: Oh, Mom--I know--I'm a Safety Bug now! (Susie opens door, hops out and waves.) Thanks, Mom. Bye!

MOTHER: (Waves as Susie runs offstage) Bye, Safety Bug! (Turns to audience, puts her two forefingers beside her forehead and wiggles them like feelers) You know, my feelers tell me that trips in this car are going to be more fun from now on--when we're all bugs on safety!

Big Brother Mike--A Read-Aloud Story

It was a sunny summer afternoon on Pinetree Road. All the children came out to play right after lunch as usual. But today was different. Amy had some exciting news to tell all her friends. Her big brother Mike had passed his driving tests that very morning! Mike was sixteen, the oldest kid on their block and really grown up as far as they were concerned.

The children asked Amy to tell them everything Mike had told her about driving a car. Amy was stumped! Mike hadn't really told her anything at all. But she could remember some of the things she had heard her father and Mike talking about.

Amy began, "Well, I know you have to signal if you're going to make a left turn or right turn. And I heard that a stop sign really means stop--not just slow down and then go again. And if you ever get sleepy, you should pull off the road as soon as you can and take a little nap, because you should always be wide awake when you're driving."

Amy noticed that the older children were listening very carefully and waiting for her to go on. What else could she say? She tried to remember the things her brother and father had talked about. Oh yes...

Amy continued, "You must always fasten your safety belt, even if you're only going a couple of blocks."

"Only the driver has to use a safety belt," one of the boys said.

"No," Amy said, "that's not ture. Everyone riding in the car should have one on. Even Mike's driving teacher told him that."

Of course, they wanted to know why.

While she was trying hard to think of the reasons, Amy noticed her father's red car coming up the road. Mike was driving, all by himself After he parked the car, all the kids were right there to meet him. They usually did hang around Mike whenever possible, but they especially wanted to talk to him today.

The first thing they asked was whether he had his safety belt fastened. Mike said, "Of course I did."

"Tell us why, Mike," they said.

He wondered what made them ask that. A glance at Amy's face made him realize she had been bragging about him and trying to prove how much she

understood about driving. Very little, he thought, but this was a good thing for them all to hear about. After all, they could understand some rules for safe driving.

"OK, kids," Mike began "let me tell you what I've learned about safety belts. Safety belts are really important. So I wear them. But I also make sure that everyone else does too. You see, when I'm driving, I'm responsible for any other passenger in the car. If they get hurt, it's my fault. That's why I make sure they're all buckled up before I even start the car."

"Why is it so important?" one of Amy's friends asked.

"A lot of reasons," Mike said, "You can be tossed or bounced around in the car when the driver has to make a fast stop, like if a dog runs out in front of you or something. And I learned that safety belts can really save your life or keep you from being seriously hurt if there is an accident. You know who proved that?"

"Who?" they asked.

"The Government, safety experts, and car designers, that's who!"

"Wow, that really sounds important," Amy said. "I didn't know that myself."

"OK, Sis," Mike said, "Want to drive downtown with me to get Dad at work?"

"I'll say!" Amy said.

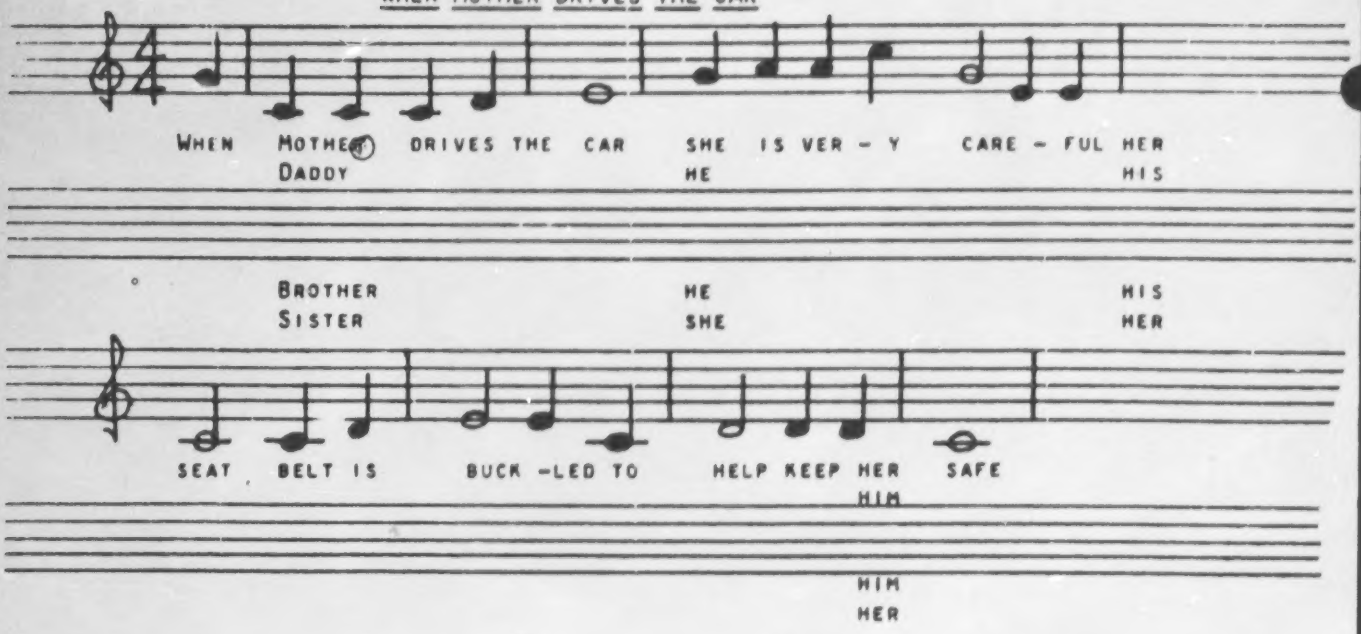
Amy got into the car and carefully buckled her safety belt after Mike showed her how to do it. She waved to her friends proudly as they drove off. She felt so smart and safe knowing her brother was such a good driver.

He's right too, she thought to herself, this safety belt is really comfortable. When I grow up and learn to drive I'll get to wear a safety belt when I'm in the driver's seat.

That was a secret promise Amy made to herself for a day not too far off. Right now she was glad to have Mike for a brother. What a day!

"Teaching Children About Safety Belts" - U. S. Department of Transportation, National Highway Traffic Safety Administration, page 20.

## WHEN MOTHER DRIVES THE CAR


WHEN MOTHER/DADDY DRIVES THE CAR SHE/HE IS VER - Y CARE - FUL HER/HIS
BROTHER/SISTER HE/SHE HIS/HER
SEAT BELT IS BUCK -LED TO HELP KEEP HER/HIM SAFE
HIM/HER

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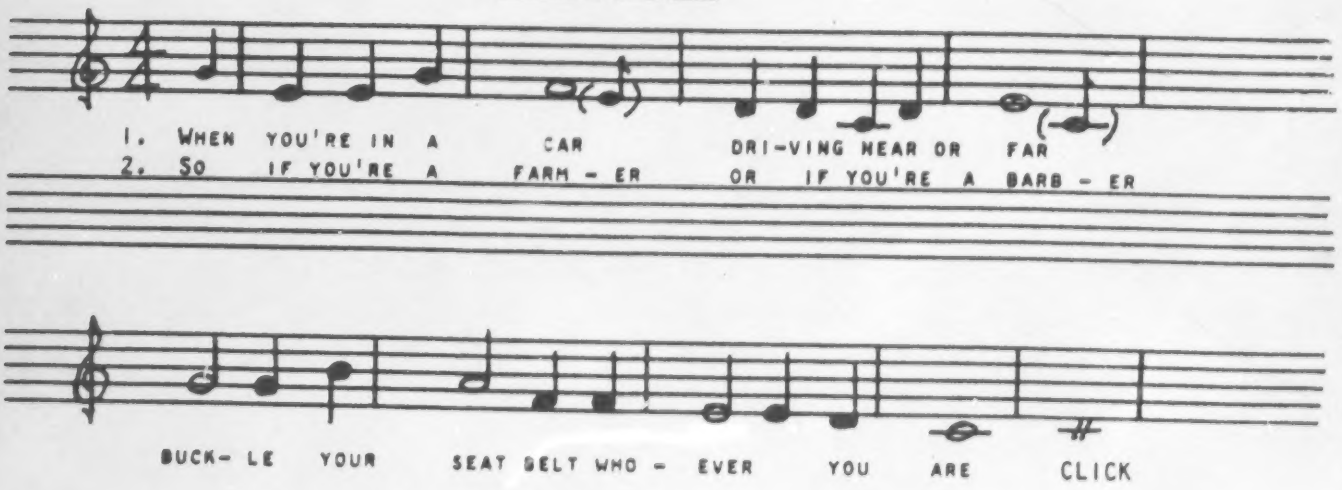
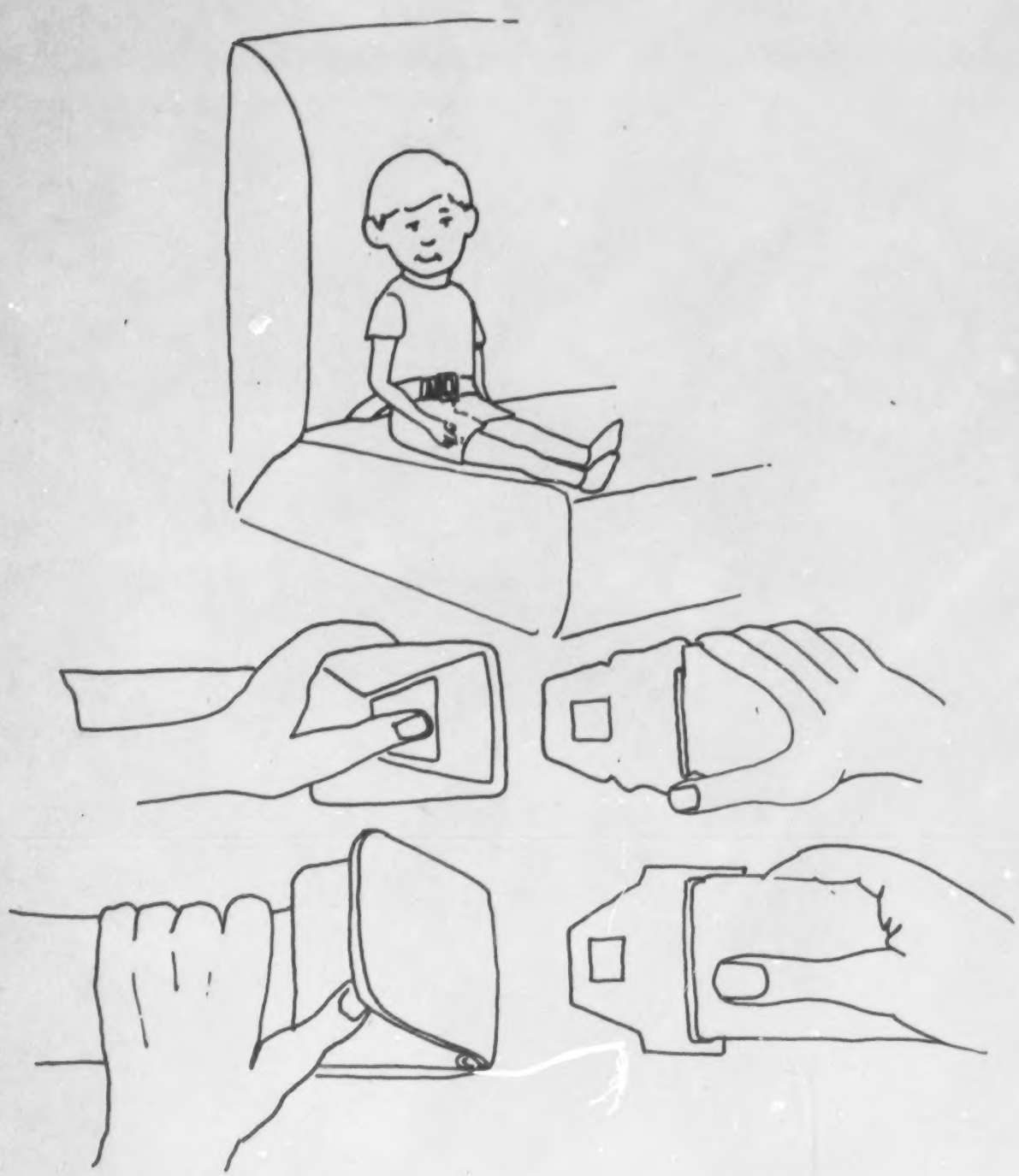
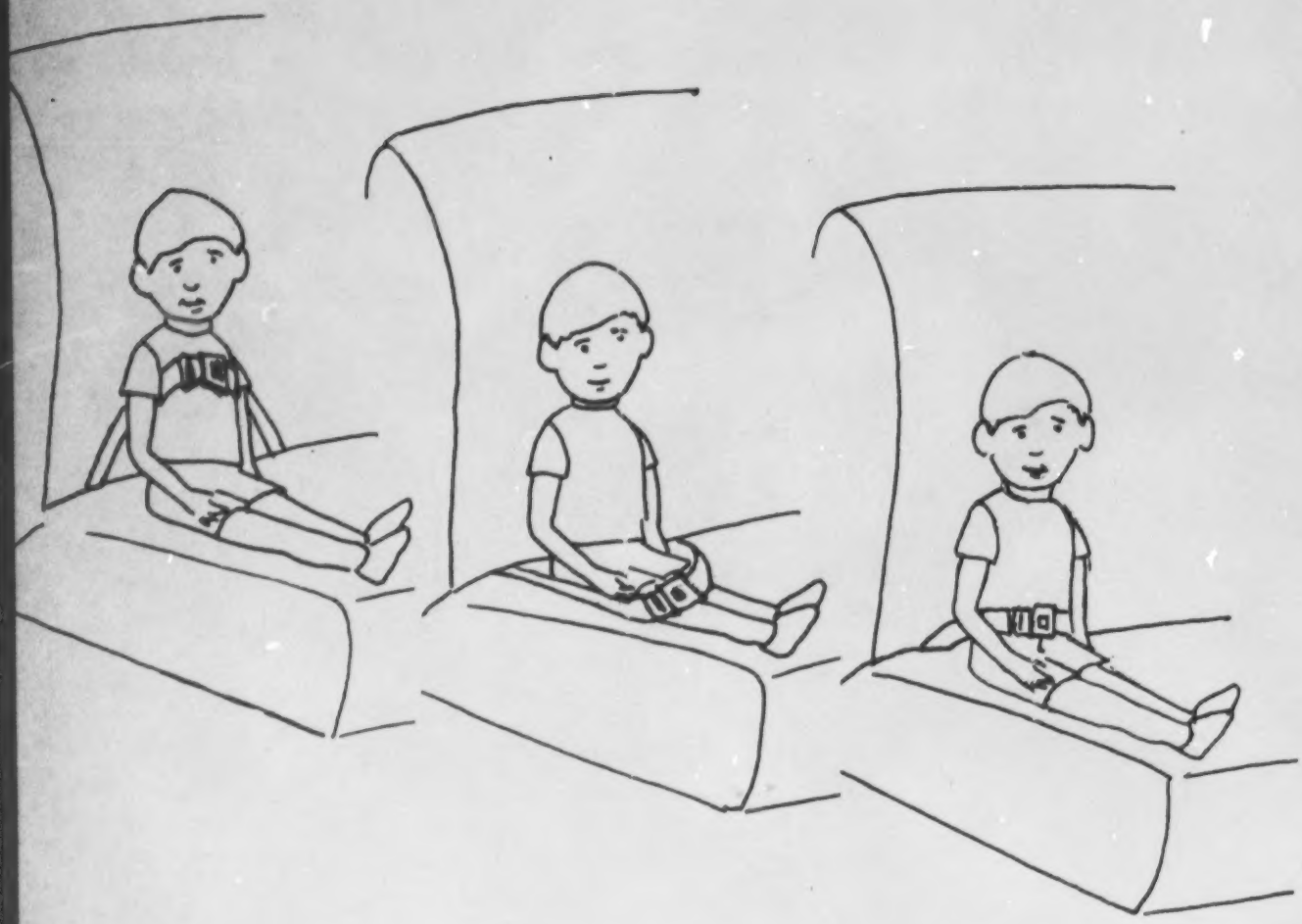
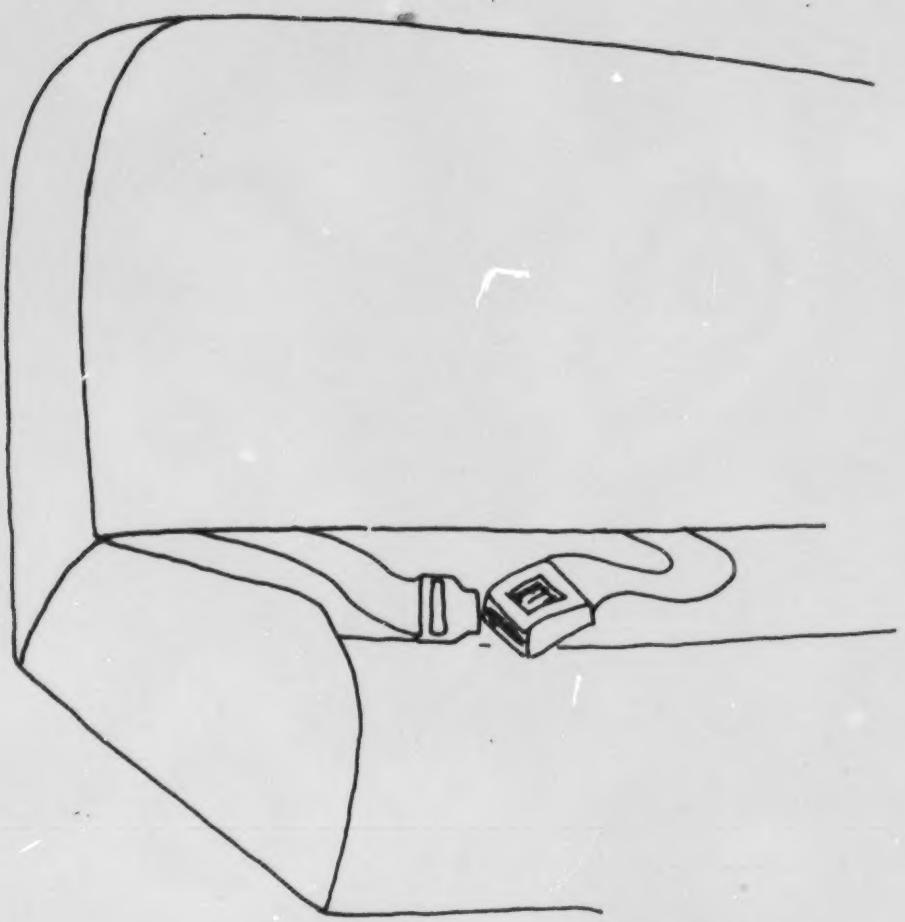
## WHOEVER YOU ARE

1. WHEN YOU'RE IN A CAR DRI-VING NEAR OR FAR
2. SO IF YOU'RE A FARM - ER OR IF YOU'RE A BARB - ER
BUCK- LE YOUR SEAT BELT WHO - EVER YOU ARE CLICK

# Types of Safety Belt Fasteners



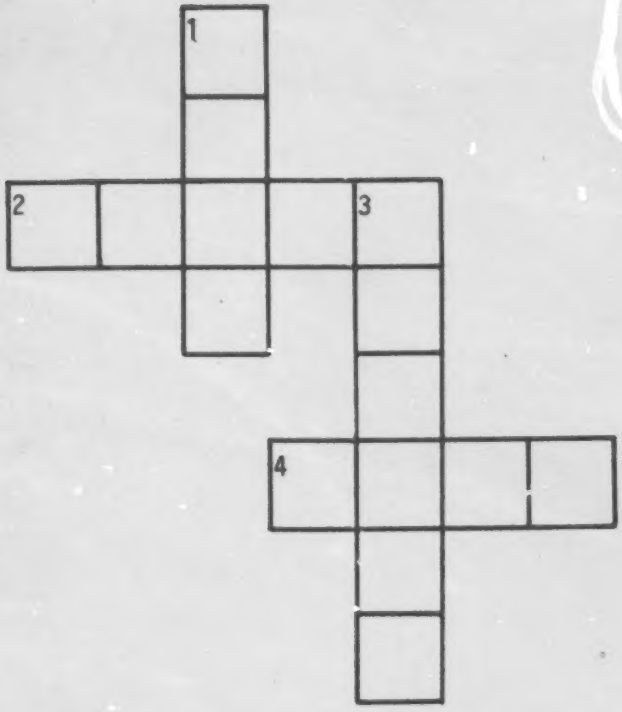
# Proper Placement of Safety Belt





# Pull it Snug

# Safety Belt Crossword Puzzle




Make a sentence of the four words in the puzzle.

_____ _____ _____ _____

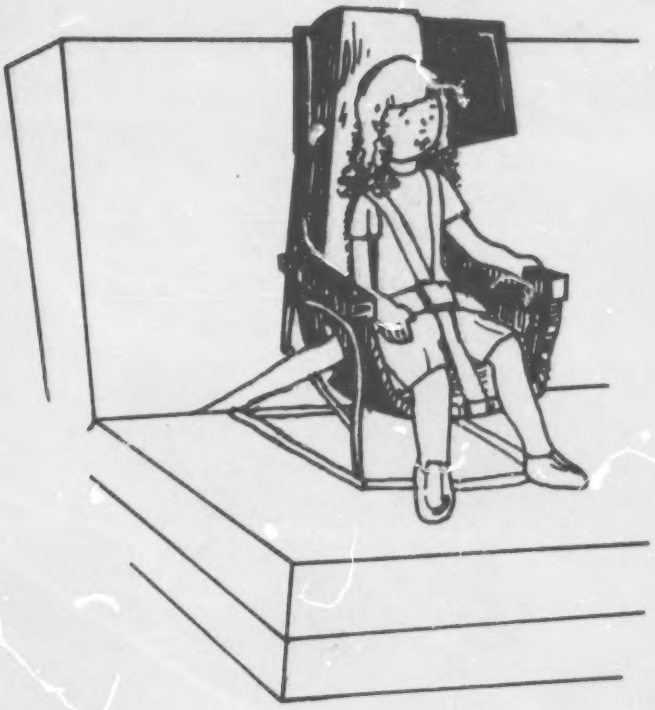
**Across**

2. A cat has nine of them.
4. You wear them to keep your pants up.

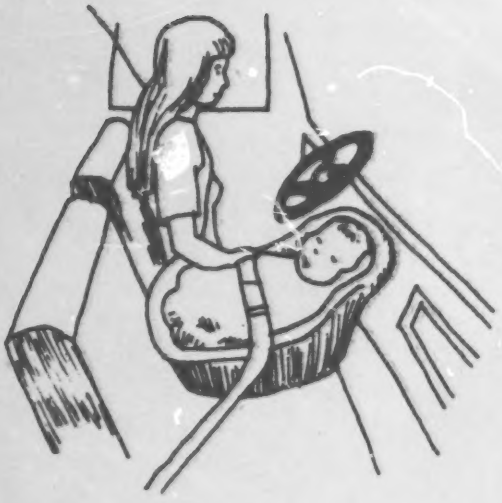
**Down**

1. What you do with baseball cards, mother does with trading stamps, a lifeguard does with swimmers, and a bank does with money.
3. A baby's diaper is kept on with a _____ pin.

B.



A.



C.

## PASSENGER SAFETY--LEVEL B

### CONCEPT III: SAFE AND RESPONSIBLE BEHAVIOR WHILE RIDING IN A CAR.

OBJECTIVE:

The children will be able to demonstrate and/or explain desirable passenger behavior while riding in a car and develop an awareness of the dangers involved when not being a safe and responsible passenger.

CONTENT FOR DISCUSSION:

When riding in a car, passengers will ride more safely if they follow safety practices. Always remain seated, wear safety belts, lock the door, and talk quietly. The driver should be left alone because any distractions such as loud noises, laughter, and screaming can cause the driver to have an accident. Never play with the door handles and lock buttons, and always keep fingers, hands, and heads inside the car. If passengers have books and/or packages, they should be put on the rear floor of the car.

ACTIVITIES:

1. Introduction. List or recite the following safety practices for desirable passenger behavior:
   a. Passengers should wear a safety belt while the car is moving.
   b. Passengers must keep hands, head, and possessions inside the car, and lock the doors when riding as passengers.
   c. No one may touch or bother the driver in any way.
   d. Passengers in a car carry as much responsibility as a safe driver.
   e. Talk in quiet tones.

   The teacher may want to ask the following questions for class discussion:
   a. What rules are different for riding in an airplane or a bus? Why are they different?

b. Why is it important to leave the driver alone?

c. Why should passengers talk in quiet tones?

d. If you ride with your hand or head out of the window, is it safe? Why? What can happen?

2. Role-play. Arrange the chairs and children in the classroom to simulate riding in a car in order to familiarize the children with these generalizations:

a. All passengers and objects move forward with the vehicle.

b. The quicker the stop, the more dramatic the forward motion.

Initiate the discussion by telling the children to pretend that they are going 65 km (40 mi.) per hour and have to stop for a red light. Ask them to lean their bodies in movement with the pretended stopping and ask these questions:[2]

a. Why did you lean forward at first? Which stops first, the car or your body? Why does your body stop after the car stops?

b. After your body moves forward, why does it seem to swing backward?

c. What happens to books or boxes that might be in the car? Why?

d. Why are these forces important in safe passenger behavior?

Have the children describe what might happen if books and other objects are placed on the rear window deck and the car makes a sudden stop.

Variation: Have the children draw and color pictures illustrating what might happen.

3. Rule Makers. Have the children write a list of reminders for passenger behavior while riding in a car.

4. Teacher-Directed Discussion. Discuss ways to keep small children safe in a car:

a. Should children be allowed to stand on the front floor of the car while riding? Why?

b. Can children sit on the driver's lap?

c. Is it safe to let children lie on the back deck or stand on the seat?

d. What type of safety belt should the children use or should they use them?

Discuss how to keep young children from playing with door handles and lock buttons. Have the children list ways of how they can be good examples and protect younge children by watching and teaching them safe passenger behavior.[7]

5. Act It Out.[1] Have the children arrange two rows of seats with three chairs in each. Have one child pretend to be the driver. Select other children to be the passengers. Have the children dramatize the different ways of being a poor passenger (e.g., yelling at the driver). Have the child who is driving react. After this has been dramatized, have the children discuss what took place and the outcome. Then have them dramatize the proper way of behaving in a car. After the dramatization has been completed, have them compare the differences and outcomes. Have the children make up a chart. On the left side, have them draw pictures of activities that are poor for the car. Label these "WHY NOT." To the right of each picture, draw possible outcomes and label at the top "WHY."

6. Bulletin Board. Ask the children to bring in magazine and newspaper articles and pictures relating to safe passenger behavior. Make a bulletin board display with the pictures and articles.

7. Game Time. Have the children make up quiet games that they can play while riding in a car and discuss the effect that the game(s) will have on the driver. Examples:

-Have each player pick one side of the road. Try to spot the letters of the alphabet in order on signs on the roadside. The first player to find A through Z wins.

-My name is.... Take turns matching name, places and things

to letters of the alphabet. The first player says, "My name is Andrew, I come from Asheville, and I bring back Apples." The second player says, "My name is Bobby, I come from Benson, and I bring back boysenberries," and so on. If a player can not think of a person, place or thing starting with his letter, he gets a point. Lowest score wins.

8. Trip Plan.[4] Have the children develop a list of items that their family might take with them on a trip. Design a plan for storing these items in the car, providing the greatest safety to the passengers.

9. All Kinds of Safety.[4] Ask the children to find pictures of various kinds of passenger vehicles, e.g., station wagons, sports cars, trucks, vans, etc. Then ask them to identify safe practices appropriate for each.

## RESOURCE LIST

### ORGANIZATIONS

Aetna Casualty and Surety Company, Driver Education Services, 151 Farmington Avenue, Hartford, Connecticut 06115.

Allstate Insurance Company, 7770 Frontage Road, Skokie, Illinois 60076.

American Automobile Association, 1712 G Street NW., Washington, D. C. 20006.

American Automobile Association-North Carolina, Carolina Motor Club, Inc., 701-3 South Tryon St., P.O. Box 60, Charlotte, North Carolina 28202.

Bicycle Manufacturer's Association of America, 1101 15th Street NW., Suite 304, Washington, D.C. 20005.

National Bicycle Dealers Association, 29025 Euclid Avenue, Wickliffe, Ohio 44092.

National Education Association, American Association for Health, Physical Education and Recreation, 1201 16th Street NW., Washington, D. C. 20036.

National 4-H Service Committee, Inc., Program Services, 150 North Wacker Drive, Chicago, Illinois 60606.

National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

North Carolina Department of Motor Vehicles, Traffic Safety Education Division, 1100 New Bern Avenue, Raleigh, North Carolina 27611.

North Carolina Department of Public Instruction, Education Building, Raleigh, North Carolina 27611.

North Carolina Department of Transportation, Bicycle Coordinator, P.O. Box 25201, Raleigh, North Carolina 27611 (for bikeways information).

North Carolina State University, Agricultural Extension Service, Department of Agricultural Information, Box 5037, Raleigh North Carolina 27607.

Schwinn Bicycle Company, 1856 Kastner Avenue, Chicago, Illinois 60635.

University of North Carolina at Chapel Hill, Highway Safety Research Center, Craige Trailer Park, Chapel Hill, North Carolina 27514.

The Wheelmen, 6239 Anauista, Flint, Michigan 48507.

## RESOURCE LIST - PASSENGER SAFETY

### FILMS

Safety Belts for Children. (1968, 16mm, color, 11 min.) Film shows installation and use of car beds, child seats, child harnesses and other devices. Available from American Safety Belt Council, 271 North Ave., New Rochelle, New York 10801.

### FILMSTRIPS

Safe and Sound Along the Way. (Color, primary.) Introduces traffic safety practices for pedestrians, vehicle passengers, bicycle riders. Available from Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

Safe Riding. (Color, primary, with cassette teach-a-tape.) Helps teach the primary pupil the way to develop safety habits in the family car. Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435.

The Highway Patrol. (primary) Sigma Educational Films, P. O. Box 1235, North Hollywood, California 91601.

Your Adventures in Traffic Safety - Unit 4. Available from Professional Arts, Inc., 1752 Parrott Drive, San Mateo, California 94402.

### BOOKS FOR TEACHERS

Behavioral Research Lab. Safety. Belongs to a series, primary to intermediate. Behavioral Research Lab, Box 557, Palo Alto, California 94302, 1969.

### BOOKS FOR STUDENTS

Bartrug, C. Mother Goose Safety Rhymes. Whitman, 1940.

Western Publishing Company, Inc. Danny Driver. Kindergarten to primary. Western Publishing Company, Inc., School and Library Department, 150 Parish Drive, Wayne, New Jersey.

### BOOKLETS, LEAFLETS, AND MAGAZINES

Automobile Safety Belt Fact Book. National Highway Traffic Safety Administration, U. S. Department of Transportation, Washington, D. C. 1972.

Catalog-Poster Directory. National Safety Council, 425 North Michigan Ave., Chicago, Illinois.

Parents Can Be Serious Traffic Hazards. Ten rules for parents who must drive their children to and from school. American Automobile Association, Carolina Motor Club, 701-3 South Tryon St., P. O. Box 60, Charlotte, North Carolina 28201.

Seat Belts. Instructor, December, 1972.

Teaching Children About Safety Belts. National Highway Traffic Safety Administration, U. S. Department of Transportation, Washington, D. C., 1972.

The Hazard Family. General Motors, Public Relations Staff, Film Library, 3044 West Grand Blvd., Detroit, Michigan 48202.

SUBJECT AREA CROSS REFERENCE

LEVEL B

Key to Type of Activity:

G - Group

I - Individual

T - Teacher Preparation Required

P - Parental Involvement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